



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5000 West Whitten, 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.

School Overview

Principal/Administrator : Mrs. Beth Lang
 Schedule : 07:15 AM to 03:45 PM
 Grades : K-5
 Web Address : www.kyrene.org
 Phone Number : (480) 783-2700
 Fax Number : (480) 961-1745
 E-mail : blang@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.

It is the mission of Kyrene de la Paloma to create an environment that inspires a commitment to learning and high academic achievement, while fostering a community of caring, responsible individuals.

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 achievement in reading, as measured by gains on school-level, district, and state assessments.
- ü Increase student achievement in mathematics, as measured by gains on school-level, district, and state assessments.
- ü Increase student achievement in writing as measured by gains on school-level, district and state assessments.
- ü Provide a school environment where all students, staff and parents feel safe at all times.

Enrollment

October 1, 2005 School Year Student Enrollment : 571
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 45

Instructional Programs

- Ü Integrated Curriculum/Instruction
- Ü Technology-Based Learning
- Ü Gifted Program
- Ü On-site and Regional Special Education
- Ü All Day Kindergarten
- Ü Art, Music, PE
- Ü Academic Intervention Programs
- Ü Math and Science Resource Center

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 Kyrene de la Paloma staff is committed to creating a supportive and challenging learning environment for every child. We provide children with excellent instructional programs and a nurturing learning community. Our staff works in partnership with parents to meet each child's academic and social needs. We communicate regularly with parents and encourage parents to be involved in their children's education.

Parents

At Kyrene de la Paloma we value our partnership with parents. Parents are encouraged to participate in their children's education by communicating regularly with their children's teachers, monitoring their children's progress and supporting homework, attending school activities, joining the PTA, and sharing their time and talents as school volunteers.

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 First Place Award - Math Olympiad	2005
Ü Award for Largest PTA in Southeast Maricopa Region	2004
Ü CEC Outstanding Special Education Team Award	2002
Ü District Poetry Contest Winners: K, 2nd & 4th Grades	2002

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	1893	80010	99	98	99	483	481	447	1	3	10	8	8	18	45	47	53	46	41	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	934	38935	100	99	99	482	483	447	NA	2	9	9	8	19	43	49	55	48	41	17
Male	56	959	40974	98	98	98	483	480	448	2	4	11	7	9	18	46	46	52	45	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	17	296	34545	100	98	99	481	459	432	NA	6	14	6	14	24	53	56	53	41	24	9
Asian/Pacific Islander	11	171	2068	100	98	99	479	503	474	NA	1	4	NA	5	10	64	36	50	36	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	100	99	99	488	490	465	NA	2	5	7	5	11	42	45	56	51	47	28
Students with Disabilities	10	252	10161	91	91	93	NA	447	419	NA	16	28	NA	22	28	NA	40	36	NA	21	8
Students without Disabilities	100	1641	69849	100	100	100	487	486	451	NA	1	7	6	6	17	44	49	56	50	44	19
Limited English Proficient Students	NC	53	14013	NC	91	97	NC	430	413	NC	13	24	NC	28	34	NC	49	39	NC	9	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	15	397	39029	100	97	98	448	452	432	7	10	14	20	16	25	60	54	52	13	20	9
Non-Economically Disadvantaged	95	1496	40981	99	99	100	488	489	462	NA	1	6	6	6	13	42	46	54	52	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	106	1871	79438	95	97	98	482	479	451	1	2	9	12	12	24	64	63	56	23	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	929	38775	94	98	99	492	484	457	NA	2	7	6	9	22	65	65	58	29	25	13
Male	55	942	40560	96	96	97	474	474	446	2	3	12	18	16	25	64	61	54	16	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	16	292	34297	94	97	98	473	462	434	NA	4	14	13	19	31	81	65	50	6	13	5
Asian/Pacific Islander	11	170	2063	100	97	99	487	492	475	NA	1	3	18	9	15	45	61	63	36	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	71	1203	34887	97	98	98	486	485	471	NA	1	4	10	9	15	66	64	63	24	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	99	100	100	485	483	456	NA	1	7	12	10	23	64	65	59	24	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	13	385	38685	87	94	97	457	452	435	8	6	14	23	25	32	54	59	50	15	9	5
Non-Economically Disadvantaged	93	1486	40753	97	98	99	486	486	467	NA	1	5	11	9	16	66	64	62	24	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	106	1898	79971	95	99	99	463	454	423	3	3	8	17	25	41	68	64	49	12	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	938	38974	94	99	99	483	469	437	NA	2	5	8	17	33	75	70	57	18	12	4
Male	55	960	40895	96	98	98	443	440	410	5	4	10	25	33	47	62	58	41	7	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	16	299	34481	94	99	99	449	440	410	NA	3	10	19	34	46	81	60	43	NA	3	1
Asian/Pacific Islander	11	173	2067	100	99	99	488	475	449	NA	1	4	18	16	28	55	64	60	27	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	71	1211	35150	97	99	99	461	459	437	3	2	5	18	22	35	68	67	56	11	9	5
Students with Disabilities	NC	257	10258	NC	92	94	NC	412	377	NC	11	23	NC	44	51	NC	42	25	NC	3	1
Students without Disabilities	99	1641	69713	99	100	100	469	461	429	1	1	5	16	22	39	70	68	52	13	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	13	401	38994	87	98	98	437	430	409	8	6	10	8	36	47	85	54	41	NA	3	1
Non-Economically Disadvantaged	93	1497	40977	97	99	100	466	461	437	2	2	5	18	22	34	66	67	56	14	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	110	2050	80147	100	98	99	518	515	482	4	3	11	5	7	17	38	44	49	53	46	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	987	39281	100	99	99	518	516	483	NA	2	9	4	7	17	37	44	50	59	47	24
Male	64	1063	40780	100	98	98	518	515	482	6	3	12	6	7	17	39	44	48	48	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	14	339	33494	100	98	99	523	498	466	NA	4	15	NA	12	23	57	53	49	43	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	83	1270	36122	100	99	99	516	522	501	2	1	5	7	5	10	40	41	50	51	52	35
Students with Disabilities	14	234	10295	100	89	92	448	474	443	29	14	33	43	22	26	21	44	33	7	20	8
Students without Disabilities	96	1816	69852	100	100	100	528	520	488	NA	1	7	NA	5	16	41	44	51	59	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	15	405	38371	100	97	97	474	484	465	20	9	15	13	13	23	40	57	49	27	22	13
Non-Economically Disadvantaged	95	1645	41776	100	99	100	525	523	498	1	1	6	4	6	11	38	41	49	57	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	103	2024	79686	94	97	98	499	494	470	3	3	11	8	12	24	78	72	57	12	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	980	39163	98	98	99	500	498	475	2	2	9	9	10	22	73	73	60	16	15	10
Male	58	1044	40438	91	97	97	498	490	465	3	4	13	7	13	25	81	71	54	9	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	14	335	33299	100	97	98	486	479	452	NA	4	17	14	19	32	86	70	47	NA	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	--	57	4087	--	93	96	--	467	446	--	9	16	--	32	38	--	56	44	--	4	2
White	77	1254	35914	93	98	98	501	502	489	3	1	5	8	8	15	75	74	67	14	17	14
Students with Disabilities	NC	211	9808	NC	80	87	NC	462	432	NC	15	35	NC	27	32	NC	52	30	NC	6	3
Students without Disabilities	96	1813	69878	100	100	100	504	498	475	1	1	8	6	10	23	80	74	61	13	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	10	393	38095	67	94	97	NA	471	452	NA	8	17	NA	24	32	NA	62	48	NA	7	3
Non-Economically Disadvantaged	93	1631	41591	98	98	99	502	500	486	2	2	6	6	9	16	78	74	65	13	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	103	2042	80372	94	98	99	497	501	475	3	1	4	5	14	30	91	79	64	1	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	989	39452	98	99	99	510	513	488	NA	1	3	NA	9	22	100	83	72	NA	8	3
Male	58	1053	40836	91	98	98	487	489	464	5	2	6	9	19	37	84	76	56	2	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	14	339	33608	100	98	99	496	487	462	NA	2	6	7	21	36	93	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	--	60	4128	--	98	97	--	483	464	--	NA	4	--	27	39	--	72	56	--	2	1
White	77	1260	36213	93	98	99	499	506	489	3	1	2	5	11	22	91	82	72	1	6	3
Students with Disabilities	NC	230	10526	NC	87	94	NC	461	427	NC	5	15	NC	41	53	NC	53	31	NC	2	1
Students without Disabilities	96	1812	69846	100	100	100	501	506	482	1	1	3	4	10	26	94	83	69	1	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	10	400	38521	67	96	98	NA	480	461	NA	2	6	NA	29	38	NA	67	55	NA	3	1
Non-Economically Disadvantaged	93	1642	41851	98	99	100	503	506	489	1	1	3	3	10	22	95	82	72	1	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	90	2071	79306	99	98	99	550	551	504	8	3	13	4	7	20	36	41	49	52	48	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1006	38845	97	99	99	546	553	505	8	3	11	5	6	20	32	42	50	54	48	18
Male	53	1065	40383	100	98	98	553	549	504	8	3	14	4	9	19	38	39	47	51	48	19
African American	NC	157	4171	NC	99	98	NC	517	485	NC	10	20	NC	13	26	NC	48	44	NC	28	10
Hispanic	20	315	32673	100	97	99	556	531	487	5	5	18	5	11	25	30	50	46	60	34	10
Asian/Pacific Islander	NC	177	2147	NC	99	99	NC	579	539	NC	3	5	NC	4	10	NC	28	46	NC	65	40
American Indian/Alaskan Native	NC	47	4034	NC	94	97	NC	523	479	NC	11	22	NC	11	29	NC	49	43	NC	30	7
White	59	1375	36234	98	98	99	548	556	523	5	2	6	5	6	13	41	39	52	49	52	28
Students with Disabilities	14	231	10286	93	87	91	480	486	462	50	23	41	NA	24	27	36	41	27	14	12	5
Students without Disabilities	76	1840	69020	100	100	100	563	559	510	NA	1	9	5	5	18	36	41	52	59	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	18	335	37437	100	96	97	539	515	486	17	10	19	NA	16	26	44	51	46	39	23	9
Non-Economically Disadvantaged	72	1736	41869	99	98	100	553	558	521	6	2	7	6	6	14	33	39	51	56	53	27

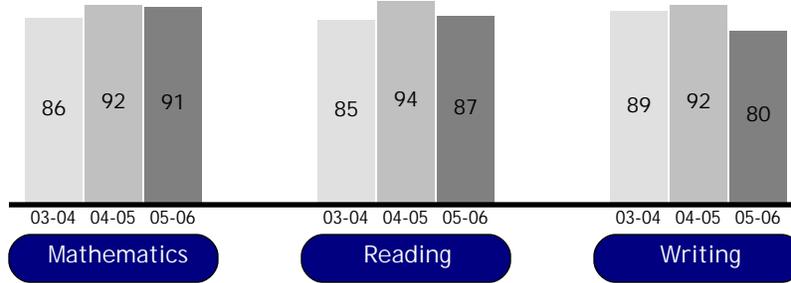
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	2042	79000	91	97	98	518	518	489	1	2	10	8	11	24	75	68	58	16	19	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	995	38774	92	97	99	518	522	494	NA	1	7	11	8	22	77	70	61	11	20	10
Male	48	1047	40150	91	96	98	518	514	485	2	3	12	6	14	25	73	65	55	19	18	8
African American	NC	155	4153	NC	97	98	NC	491	476	NC	6	13	NC	26	30	NC	61	53	NC	6	4
Hispanic	18	312	32508	90	96	98	513	503	472	NA	3	15	11	16	33	83	72	49	6	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	--	44	4016	--	88	96	--	494	467	--	5	14	--	23	37	--	66	46	--	7	2
White	56	1355	36135	93	97	98	520	524	508	2	1	4	7	8	14	71	68	67	20	22	15
Students with Disabilities	NC	202	9991	NC	76	88	NC	473	449	NC	13	33	NC	39	36	NC	41	29	NC	7	2
Students without Disabilities	76	1840	69009	100	100	100	520	523	495	NA	1	6	8	8	22	76	71	62	16	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	15	324	37234	83	93	97	508	490	472	NA	6	15	13	23	33	87	65	50	NA	6	3
Non-Economically Disadvantaged	68	1718	41766	93	97	99	520	524	505	1	1	5	7	9	16	72	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	90	98	99	521	525	496	NA	2	7	29	24	37	71	72	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1008	39016	92	99	99	531	539	511	NA	1	4	20	14	29	80	82	66	NA	3	1
Male	47	1058	40519	89	97	98	513	513	482	NA	2	10	36	33	44	64	64	46	NA	1	0
African American	NC	154	4188	NC	97	98	NC	511	486	NC	3	9	NC	37	40	NC	59	50	NC	1	0
Hispanic	18	318	32855	90	98	99	521	513	481	NA	3	10	22	29	43	78	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	--	46	3992	--	92	96	--	496	478	--	7	10	--	41	46	--	50	44	--	2	0
White	55	1372	36380	92	98	99	517	529	511	NA	1	4	33	21	30	67	75	65	NA	2	1
Students with Disabilities	NC	228	10664	NC	85	94	NC	472	440	NC	9	23	NC	57	54	NC	33	22	NC	0	1
Students without Disabilities	76	1838	68947	100	100	100	522	532	504	NA	1	4	28	20	34	72	77	61	NA	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	15	333	37626	83	96	98	519	502	479	NA	5	10	27	38	45	73	56	45	NA	1	0
Non-Economically Disadvantaged	67	1733	41985	92	98	100	521	530	511	NA	1	4	30	21	30	70	76	65	NA	2	1

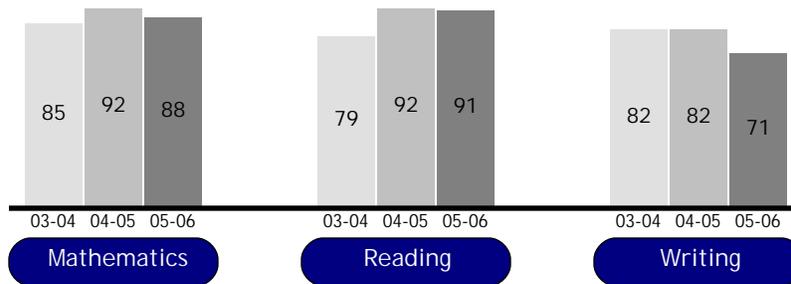
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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	66	NA	58	99	56	60	47	92	70	65	46
	Language	99	66	60	50	99	54	58	47	92	73	65	48
	Mathematics	97	76	76	64	98	61	66	50	99	73	73	52
3	Reading	94	66	NA	55	100	65	59	44	96	68	68	46
	Language	92	66	72	61	100	59	57	44	96	65	63	46
	Mathematics	92	73	78	61	98	71	67	51	99	78	75	52
4	Reading	99	79	NA	56	99	62	63	48	94	70	68	52
	Language	100	71	66	52	99	57	63	49	94	72	70	52
	Mathematics	99	85	78	61	99	66	70	53	100	76	76	58
5	Reading	98	77	NA	55	100	67	65	50	91	76	75	56
	Language	98	66	65	49	100	69	65	50	91	75	73	54
	Mathematics	99	87	83	63	100	73	67	49	99	76	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

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

Council Duties

- Ü School Improvement Plan
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü Program Funding/Use of Tax Credit Funds

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	36.25
Other Professional Staff	.40	Teacher Aide	6.40

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	3	0	0
4 to 6 years	2	4	0	0
7 to 9 years	1	2	0	0
10 or more years	2	15	1	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü Library/Multimedia Center
- Ü Technology Labs and Networked Classrooms
- Ü Math and Science Lab
- Ü Covered Playgrounds

Extracurricular Activities

- Ü Student Council
- Ü Choir
- Ü After School Enrichment Clubs
- Ü Community Education Classes
- Ü Before School Childcare Program
- Ü After School Childcare Program

Social Services

- Ü Health Services
- Ü National Free/Reduced Lunch Program
- Ü Character Education Programs
- Ü On Site Prevention Supervisor
- Ü DES Services
- Ü Access to Dist. Family Resource Center

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Kyrene de la Paloma students consistently score well above state and national averages on annual standardized achievement measures in reading, writing, and math.

- ü Paloma teachers and staff successfully executed a Title IV Prevention and Resiliency Program Grant focused on teaching and reinforcing respectful problem solving in our school community.

- ü Paloma teachers implemented a year-long technology integration project in all fourth and fifth grade classrooms, infusing technology into students' daily school activities.

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	95	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

Kyrene de la Paloma has a detailed emergency plan and a comprehensive school-wide discipline plan to provide a safe learning environment for children. We regularly practice emergency drills, teach students school rules and procedures, and implement the use of LifeSkills and other pro-social behaviors with children. The Paloma staff is committed to a school-wide goal to promote respectful problem solving in our school community.

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 Lang	(480) 783-2700
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Jennifer Greutz	(480) 783-4029
School Nutrition Programs	Bonnie Johansen	(480) 783-2796
Parent Organization	Lisa Tamborski-Bishop	(480) 783-2700
Student Health/Nurse	Donita Pokatello	(480) 783-2784

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.