

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

50 E. Knox Road, Tempe, AZ 85284

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	Highly Performing

(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 : Dr. Marianne Lucas Lescher
 Schedule : 07:15 AM to 03:45 PM
 Grades : K-5
 Web Address : www.kyrene.org
 Phone Number : (480) 783-3200
 Fax Number : (480) 491-1386
 E-mail : mlesch@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. We are committed to our school mission of providing educational opportunities that meet each student's individual learning needs. We help students acquire the knowledge, skills, attitude and responsibility for them to be successful lifelong learners. We set high expectations for responsible behavior.

School / Academic Goals

- ü We will increase student achievement in reading, writing and mathematics while providing differentiated, smaller learning communities and environments to provide enhanced opportunities for individualized attention.
- ü We will integrate curriculum, instructional resources and assessments across content areas to provide opportunities for real-world applications and integration of knowledge.
- ü We will continue to encourage and support the acquisition of character and life long skills in areas such as respect, responsibility, perseverance, problem solving and cooperation.
- ü We will continue to broaden the opportunities for community service and involvement as students develop leadership skills through their participation in a wide range of community and diversity awareness programs.

Enrollment

October 1, 2005 School Year Student Enrollment : 547
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 135

Instructional Programs

- Ü ESL/SEI (English Second Lang Support)
- Ü Full-day Kindergarten
- Ü Gifted (Language Arts and Math)
- Ü On-site Special Education
- Ü Literacy Support and Fluency Lab
- Ü Native American Support
- Ü Technology Based Learning
- Ü Peer Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We are committed to providing an academically challenging learning environment for all students, and a safe and caring community. We take seriously our responsibility to provide the best possible learning experiences for all of our students and we have a variety of supportive programs that meet individual student needs. We value our partnership with parents and guardians in meeting students' needs and we encourage parent participation.

Parents

Learning is a partnership of parents, students and staff. Parents are encouraged to attend school events, communicate frequently with teachers, support learning by helping with homework, and to volunteer their expertise to help improve our school. Parents volunteer in record numbers in our school and we know that their presence in our classrooms has a positive effect on student learning. Our Parent-Teacher Organization is very active, providing many opportunities for involvement.

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 Arizona Educational Foundation - A+ School Award	2004
Ü City of Tempe Diversity Award	2004
Ü Intel GIVE Technology Grant for Arizona	1999
Ü CRYSTAL Award Arizona Safe Kids Coalition	1999

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	78	1893	80010	100	98	99	499	481	447	1	3	10	5	8	18	31	47	53	63	41	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	934	38935	100	99	99	498	483	447	NA	2	9	3	8	19	38	49	55	60	41	17
Male	38	959	40974	100	98	98	500	480	448	3	4	11	8	9	18	24	46	52	66	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	NC	296	34545	NC	98	99	NC	459	432	NC	6	14	NC	14	24	NC	56	53	NC	24	9
Asian/Pacific Islander	12	171	2068	100	98	99	527	503	474	NA	1	4	NA	5	10	8	36	50	92	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	47	1214	35142	100	99	99	508	490	465	2	2	5	2	5	11	26	45	56	70	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	71	1641	69849	100	100	100	503	486	451	NA	1	7	3	6	17	32	49	56	65	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	16	397	39029	100	97	98	467	452	432	NA	10	14	13	16	25	56	54	52	31	20	9
Non-Economically Disadvantaged	62	1496	40981	100	99	100	507	489	462	2	1	6	3	6	13	24	46	54	71	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	76	1871	79438	97	97	98	487	479	451	1	2	9	5	12	24	68	63	56	25	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	929	38775	98	98	99	494	484	457	NA	2	7	3	9	22	67	65	58	31	25	13
Male	37	942	40560	97	96	97	479	474	446	3	3	12	8	16	25	70	61	54	19	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	NC	292	34297	NC	97	99	NC	462	434	NC	4	14	NC	19	31	NC	65	50	NC	13	5
Asian/Pacific Islander	12	170	2063	100	97	99	494	492	475	NA	1	3	NA	9	15	92	61	63	8	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	46	1203	34887	98	98	98	495	485	471	2	1	4	NA	9	15	65	64	63	33	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	71	1640	69850	100	100	100	490	483	456	NA	1	7	4	10	23	70	65	59	25	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	15	385	38685	94	94	97	459	452	435	NA	6	14	20	25	32	67	59	50	13	9	5
Non-Economically Disadvantaged	61	1486	40753	98	98	99	494	486	467	2	1	5	2	9	16	69	64	62	28	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	75	1898	79971	96	99	99	474	454	423	1	3	8	15	25	41	68	64	49	16	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	938	38974	98	99	99	493	469	437	NA	2	5	8	17	33	67	70	57	26	12	4
Male	36	960	40895	95	98	98	454	440	410	3	4	10	22	33	47	69	58	41	6	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	NC	299	34481	NC	99	99	NC	440	410	NC	3	10	NC	34	46	NC	60	43	NC	3	1
Asian/Pacific Islander	12	173	2067	100	99	99	508	475	449	NA	1	4	8	16	28	33	64	60	58	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	45	1211	35150	96	99	99	478	459	437	NA	2	5	11	22	35	78	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	71	1641	69713	100	100	100	476	461	429	1	1	5	13	22	39	69	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	15	401	38994	94	98	98	447	430	409	7	6	10	27	36	47	60	54	41	7	3	1
Non-Economically Disadvantaged	60	1497	40977	97	99	100	481	461	437	NA	2	5	12	22	34	70	67	56	18	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	94	2050	80147	97	98	99	526	515	482	2	3	11	6	7	17	32	44	49	60	46	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	987	39281	96	99	99	532	516	483	NA	2	9	8	7	17	29	44	50	63	47	24
Male	43	1063	40780	98	98	98	518	515	482	5	3	12	5	7	17	35	44	48	56	46	24
African American	10	191	4249	100	97	99	NA	483	464	NA	9	17	NA	16	22	NA	51	48	NA	24	13
Hispanic	11	339	33494	100	98	99	506	498	466	NA	4	15	18	12	23	27	53	49	55	31	14
Asian/Pacific Islander	18	193	2103	100	99	99	544	542	515	NA	3	4	NA	2	8	33	31	44	67	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	54	1270	36122	96	99	99	531	522	501	NA	1	5	6	5	10	28	41	50	67	52	35
Students with Disabilities	11	234	10295	85	89	92	507	474	443	NA	14	33	9	22	26	36	44	33	55	20	8
Students without Disabilities	83	1816	69852	99	100	100	528	520	488	2	1	7	6	5	16	31	44	51	60	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	21	405	38371	100	97	97	500	484	465	10	9	15	5	13	23	43	57	49	43	22	13
Non-Economically Disadvantaged	73	1645	41776	96	99	100	533	523	498	NA	1	6	7	6	11	29	41	49	64	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	92	2024	79686	95	97	98	500	494	470	4	3	11	3	12	24	74	72	57	18	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	980	39163	94	98	99	509	498	475	2	2	9	2	10	22	74	73	60	22	15	10
Male	42	1044	40438	95	97	97	490	490	465	7	4	13	5	13	25	74	71	54	14	12	7
African American	10	187	4228	100	95	98	NA	472	458	NA	8	15	NA	19	28	NA	69	53	NA	4	4
Hispanic	11	335	33299	100	97	98	490	479	452	NA	4	17	NA	19	32	91	70	47	9	7	3
Asian/Pacific Islander	18	191	2097	100	98	99	495	501	490	6	3	5	6	8	13	78	71	68	11	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	52	1254	35914	93	98	98	512	502	489	NA	1	5	4	8	15	71	74	67	25	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	83	1813	69878	99	100	100	501	498	475	5	1	8	4	10	23	72	74	61	19	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	21	393	38095	100	94	97	483	471	452	10	8	17	10	24	32	62	62	48	19	7	3
Non-Economically Disadvantaged	71	1631	41591	93	98	99	505	500	486	3	2	6	1	9	16	77	74	65	18	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	94	2042	80372	97	98	99	503	501	475	1	1	4	16	14	30	79	79	64	4	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	989	39452	98	99	99	510	513	488	2	1	3	10	9	22	83	83	72	6	8	3
Male	42	1053	40836	95	98	98	494	489	464	NA	2	6	24	19	37	74	76	56	2	3	1
African American	10	192	4264	100	97	99	NA	480	465	NA	4	5	NA	25	35	NA	70	59	NA	2	1
Hispanic	11	339	33608	100	98	99	512	487	462	NA	2	6	9	21	36	91	77	57	NA	1	1
Asian/Pacific Islander	18	191	2098	100	98	99	515	517	500	6	2	2	NA	6	16	78	77	75	17	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	53	1260	36213	95	98	99	503	506	489	NA	1	2	13	11	22	85	82	72	2	6	3
Students with Disabilities	10	230	10526	77	87	94	NA	461	427	NA	5	15	NA	41	53	NA	53	31	NA	2	1
Students without Disabilities	84	1812	69846	100	100	100	506	506	482	1	1	3	13	10	26	81	83	69	5	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	21	400	38521	100	96	98	492	480	461	NA	2	6	19	29	38	81	67	55	NA	3	1
Non-Economically Disadvantaged	73	1642	41851	96	99	100	506	506	489	1	1	3	15	10	22	78	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	115	2071	79306	100	98	99	552	551	504	3	3	13	9	7	20	41	41	49	48	48	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1006	38845	100	99	99	578	553	505	NA	3	11	8	6	20	34	42	50	58	48	18
Male	62	1065	40383	98	98	98	531	549	504	5	3	14	10	9	19	47	39	47	39	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	19	315	32673	100	97	99	525	531	487	5	5	18	11	11	25	47	50	46	37	34	10
Asian/Pacific Islander	14	177	2147	100	99	99	594	579	539	7	3	5	NA	4	10	21	28	46	71	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	70	1375	36234	99	98	99	554	556	523	1	2	6	10	6	13	39	39	52	50	52	28
Students with Disabilities	12	231	10286	92	87	91	502	486	462	17	23	41	17	24	27	50	41	27	17	12	5
Students without Disabilities	103	1840	69020	100	100	100	558	559	510	1	1	9	8	5	18	40	41	52	51	53	21
Limited English Proficient Students	NC	30	10291	NC	97	96	NC	516	458	NC	13	38	NC	17	34	NC	47	26	NC	23	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	18	335	37437	100	96	97	512	515	486	11	10	19	17	16	26	50	51	46	22	23	9
Non-Economically Disadvantaged	97	1736	41869	100	98	100	560	558	521	1	2	7	7	6	14	39	39	51	53	53	27

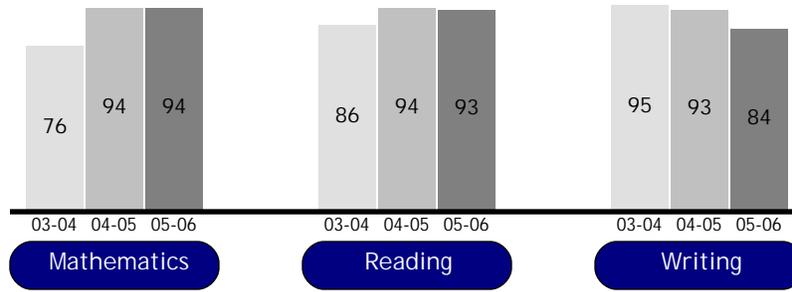
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	2042	79000	98	97	98	516	518	489	NA	2	10	17	11	24	69	68	58	14	19	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	995	38774	100	97	99	531	522	494	NA	1	7	9	8	22	72	70	61	19	20	10
Male	60	1047	40150	95	96	98	504	514	485	NA	3	12	23	14	25	67	65	55	10	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	19	312	32508	100	96	98	507	503	472	NA	3	15	16	16	33	74	72	49	11	9	3
Asian/Pacific Islander	14	176	2142	100	98	99	536	530	510	NA	3	4	21	8	14	43	61	67	36	28	16
American Indian/Alaskan Native	NC	44	4016	NC	88	96	NC	494	467	NC	5	14	NC	23	37	NC	66	46	NC	7	2
White	69	1355	36135	97	97	98	517	524	508	NA	1	4	14	8	14	74	68	67	12	22	15
Students with Disabilities	10	202	9991	77	76	88	NA	473	449	NA	13	33	NA	39	36	NA	41	29	NA	7	2
Students without Disabilities	103	1840	69009	100	100	100	519	523	495	NA	1	6	14	8	22	72	71	62	15	20	10
Limited English Proficient Students	NC	30	10199	NC	97	95	NC	467	439	NC	23	35	NC	23	47	NC	50	18	NC	3	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	17	324	37234	94	93	97	481	490	472	NA	6	15	47	23	33	53	65	50	NA	6	3
Non-Economically Disadvantaged	96	1718	41766	99	97	99	522	524	505	NA	1	5	11	9	16	72	68	65	17	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	112	2066	79611	97	98	99	529	525	496	NA	2	7	21	24	37	77	72	56	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1008	39016	100	99	99	547	539	511	NA	1	4	10	14	29	87	82	66	4	3	1
Male	60	1058	40519	95	97	98	514	513	482	NA	2	10	32	33	44	68	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	95	98	99	522	513	481	NA	3	10	22	29	43	78	68	47	NA	1	0
Asian/Pacific Islander	14	176	2149	100	98	100	549	540	519	NA	2	4	14	16	24	86	78	70	NA	5	2
American Indian/Alaskan Native	NC	46	3992	NC	92	96	NC	496	478	NC	7	10	NC	41	46	NC	50	44	NC	2	0
White	70	1372	36380	99	98	99	527	529	511	NA	1	4	24	21	30	73	75	65	3	2	1
Students with Disabilities	10	228	10664	77	85	94	NA	472	440	NA	9	23	NA	57	54	NA	33	22	NA	0	1
Students without Disabilities	102	1838	68947	100	100	100	534	532	504	NA	1	4	18	20	34	80	77	61	2	2	1
Limited English Proficient Students	NC	30	10362	NC	97	97	NC	463	438	NC	17	22	NC	43	57	NC	40	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	17	333	37626	94	96	98	503	502	479	NA	5	10	41	38	45	59	56	45	NA	1	0
Non-Economically Disadvantaged	95	1733	41985	98	98	100	534	530	511	NA	1	4	18	21	30	80	76	65	2	2	1

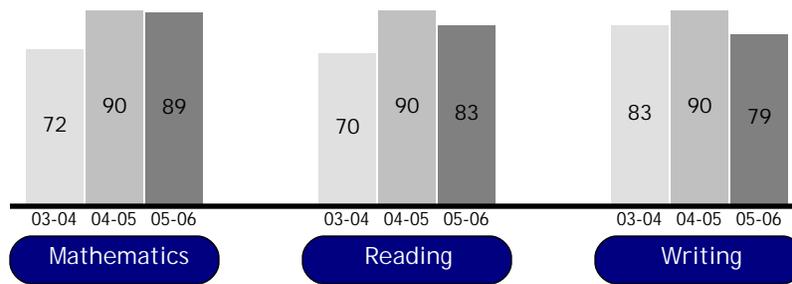
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	72	NA	58	100	67	60	47	95	72	65	46
	Language	100	68	60	50	100	61	58	47	95	75	65	48
	Mathematics	100	77	76	64	100	65	66	50	95	78	73	52
3	Reading	99	72	NA	55	99	65	59	44	97	73	68	46
	Language	100	73	72	61	99	62	57	44	96	70	63	46
	Mathematics	99	76	78	61	99	72	67	51	100	83	75	52
4	Reading	93	75	NA	56	100	64	63	48	96	67	68	52
	Language	97	62	66	52	100	64	63	49	97	70	70	52
	Mathematics	97	79	78	61	100	74	70	53	98	80	76	58
5	Reading	99	73	NA	55	99	67	65	50	97	75	75	56
	Language	98	67	65	49	99	63	65	50	97	70	73	54
	Mathematics	98	87	83	63	100	68	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)
- 4 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü School Improvement Planning
- Ü Program Evaluation
- Ü Parent Education and Outreach
- Ü Enhanced School Programming
- Ü Community Outreach and Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	35.00
Other Professional Staff	2.50	Teacher Aide	4.08

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certification.	7
Percent of teachers in the school with Emergency/Provisional Certification	20%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs & Networked Classrooms
- Ü Dedicated Art & Music Rooms
- Ü Multimedia Library/Media Center
- Ü Indoor gymnasium and multipurpose stage

Extracurricular Activities

- Ü Student Council
- Ü Media Specialist
- Ü Chess Club
- Ü Tutoring
- Ü Safety Patrol
- Ü After School Enrichment
- Ü Lunchtime Intramurals
- Ü Spelling Bee and Geography Bee

Social Services

- Ü Life Skills/Character Education
- Ü Free/Reduced Lunch Program
- Ü Counseling Services
- Ü Prevention Services
- Ü Social Skill Development Groups
- Ü Native American Services
- Ü Afterschool Program
- Ü Community Service Projects

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Mariposa School received statewide recognition as one of Arizona's A+ Schools in 2004. Mariposa one of three Kyrene schools to hold this competitive honor. Staff, students and parents collaborated in the two-year application process.

- ü Mariposa students consistently score well above state and national averages in standardized tests and state assessments in math, reading, writing and science. Students score extremely high when compared with age- and grade-level peers.

- ü Mariposa School received the Tempe Diversity Award, presented to educational organizations that work towards recognizing and celebrating diversity. Students and staff celebrate our linguistic and cultural diversity.

- ü Mariposa consistently receives recognition for integration of technology into students' daily classes. Mariposa teachers who have been honored as leaders through the Intel Project Venture program have received advanced hardware and software.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

Our schoolwide 'Life Skills' program develops skills in respect and responsibility. Students at all grade levels learn and practice their lifeskills each day and are recognized for positive choices and positive behavior through student recognition programs of 'Challenger Cheers' and 'Principal's Lunch'. School safety and climate committees work to improve the school. Our school regularly practices safety procedures and has a district-approved Emergency Plan.

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	Dr. Marianne Lescher	(480) 783-3200
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Jennifer Greutz	(480) 783-4029
School Nutrition Programs	Jo Ann Maybach	(480) 783-3296
Parent Organization	Lynn Engel	(480) 783-3200
Student Health/Nurse	Julie Cairnes	(480) 783-3284

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.