

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1122 E Liberty Lane, Phoenix, AZ 85048

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. Elizabeth A Northup
 Schedule : 07:15 AM to 03:45 PM
 Grades : K-5
 Web Address : www.kyrene.org
 Phone Number : (480) 783-1100
 Fax Number : (480) 460-1203
 E-mail : enorth@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. Located in Ahwatukee Foothills, Phoenix, AZ, Sierra opened in 8/92 and serves 652 students. Our mission is to foster and facilitate an environment where every child is respected and valued, quality and excellence are pursued and learning is a lifelong journey.

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 Sierra teachers will work collaboratively to track progress with regard to students becoming proficient in the area of math. Strategies and support will be targeted for our at-risk students to assist in their growth.
- ü Sierra teachers will work collaboratively to continue to learn strategies to challenge and support each student through differentiated content, products and instruction.
- ü Sierra teachers and staff will work collaboratively to track progress in literacy skills for all students K-5. Strategies and support will be targeted for our at-risk students to assist in their growth.

Enrollment

October 1, 2005 School Year Student Enrollment : 687
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 25

Instructional Programs

- Ü On-site Special Education
- Ü All Day Kindergarten
- Ü Gifted Resource Classes
- Ü English Language Learner
- Ü Technology Based Learning
- Ü Art, Music, PE
- Ü Academic Intervention Program/K-3
- Ü Literacy Specialist

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

Our staff recognizes parents as partners and works to meet the students' individual needs. We provide a learning experience that promotes excellence & high academic standards for students. Teachers provide timely communication about student progress.

Parents

Opportunities to recognize & celebrate learning; communicate with teachers; support learning through homework; monitor progress; work as volunteer to improve school; serve on committees so community is represented in policy & program implementation.

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 Technology Teacher of the Year for Arizona	2000
Ü 3rd Grade Student, AZ Dept. of Education Essay Winner	2001
Ü 4th Gr Student National Winner Poetry Contest	2004
Ü Awarded Best Buy @ Schools Te@chnology Grant	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	100	1893	80010	100	98	99	513	481	447	2	3	10	3	8	18	22	47	53	73	41	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	934	38935	100	99	99	509	483	447	NA	2	9	2	8	19	27	49	55	71	41	17
Male	55	959	40974	100	98	98	517	480	448	4	4	11	4	9	18	18	46	52	75	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	536	503	474	NA	1	4	NA	5	10	25	36	50	75	58	36
American Indian/Alaskan Native	--	62	3979	--	94	96	--	444	424	--	15	17	--	21	30	--	50	47	--	15	6
White	82	1214	35142	100	99	99	510	490	465	2	2	5	4	5	11	22	45	56	72	47	28
Students with Disabilities	15	252	10161	100	91	93	496	447	419	7	16	28	13	22	28	20	40	36	60	21	8
Students without Disabilities	85	1641	69849	100	100	100	517	486	451	1	1	7	1	6	17	22	49	56	75	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	NC	397	39029	NC	97	98	NC	452	432	NC	10	14	NC	16	25	NC	54	52	NC	20	9
Non-Economically Disadvantaged	95	1496	40981	100	99	100	514	489	462	2	1	6	3	6	13	21	46	54	74	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	100	1871	79438	100	97	98	495	479	451	4	2	9	5	12	24	48	63	56	43	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	929	38775	100	98	99	496	484	457	2	2	7	2	9	22	60	65	58	36	25	13
Male	55	942	40560	100	96	97	494	474	446	5	3	12	7	16	25	38	61	54	49	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	98	NC	462	434	NC	4	14	NC	19	31	NC	65	50	NC	13	5
Asian/Pacific Islander	12	170	2063	100	97	99	489	492	475	8	1	3	NA	9	15	58	61	63	33	29	20
American Indian/Alaskan Native	--	59	3940	--	89	95	--	451	429	--	8	14	--	32	36	--	47	47	--	12	3
White	82	1203	34887	100	98	98	493	485	471	4	1	4	6	9	15	49	64	63	41	26	18
Students with Disabilities	15	231	9588	100	83	88	465	447	416	20	10	30	7	29	32	40	48	34	33	13	5
Students without Disabilities	85	1640	69850	100	100	100	500	483	456	1	1	7	5	10	23	49	65	59	45	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	NC	385	38685	NC	94	97	NC	452	435	NC	6	14	NC	25	32	NC	59	50	NC	9	5
Non-Economically Disadvantaged	95	1486	40753	100	98	99	495	486	467	4	1	5	5	9	16	45	64	62	45	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	99	1898	79971	99	99	99	469	454	423	3	3	8	14	25	41	66	64	49	17	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	938	38974	100	99	99	477	469	437	2	2	5	9	17	33	71	70	57	18	12	4
Male	54	960	40895	98	98	98	463	440	410	4	4	10	19	33	47	61	58	41	17	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	467	475	449	8	1	4	17	16	28	25	64	60	50	19	8
American Indian/Alaskan Native	--	64	3995	--	97	96	--	441	409	--	3	10	--	36	47	--	52	42	--	9	1
White	81	1211	35150	99	99	99	469	459	437	2	2	5	14	22	35	73	67	56	11	9	5
Students with Disabilities	14	257	10258	93	92	94	434	412	377	14	11	23	21	44	51	64	42	25	NA	3	1
Students without Disabilities	85	1641	69713	100	100	100	475	461	429	1	1	5	13	22	39	66	68	52	20	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	NC	401	38994	NC	98	98	NC	430	409	NC	6	10	NC	36	47	NC	54	41	NC	3	1
Non-Economically Disadvantaged	94	1497	40977	99	99	100	469	461	437	3	2	5	15	22	34	64	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	109	2050	80147	99	98	99	534	515	482	1	3	11	6	7	17	31	44	49	62	46	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	987	39281	100	99	99	524	516	483	2	2	9	6	7	17	35	44	50	57	47	24
Male	60	1063	40780	98	98	98	541	515	482	NA	3	12	5	7	17	28	44	48	67	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	13	339	33494	100	98	99	522	498	466	NA	4	15	8	12	23	31	53	49	62	31	14
Asian/Pacific Islander	14	193	2103	100	99	99	567	542	515	NA	3	4	NA	2	8	29	31	44	71	65	45
American Indian/Alaskan Native	--	57	4117	--	93	96	--	479	456	--	7	19	--	12	27	--	61	46	--	19	8
White	77	1270	36122	99	99	99	531	522	501	1	1	5	5	5	10	31	41	50	62	52	35
Students with Disabilities	17	234	10295	94	89	92	488	474	443	6	14	33	24	22	26	47	44	33	24	20	8
Students without Disabilities	92	1816	69852	100	100	100	542	520	488	NA	1	7	2	5	16	28	44	51	70	50	26
Limited English Proficient Students	--	48	12722	--	98	97	--	478	441	--	10	27	--	19	33	--	54	37	--	17	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	405	38371	NC	97	97	NC	484	465	NC	9	15	NC	13	23	NC	57	49	NC	22	13
Non-Economically Disadvantaged	106	1645	41776	99	99	100	535	523	498	1	1	6	5	6	11	30	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	108	2024	79686	98	97	98	504	494	470	2	3	11	6	12	24	72	72	57	19	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	980	39163	100	98	99	500	498	475	4	2	9	6	10	22	69	73	60	20	15	10
Male	59	1044	40438	97	97	97	506	490	465	NA	4	13	7	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	12	335	33299	92	97	98	506	479	452	NA	4	17	NA	19	32	83	70	47	17	7	3
Asian/Pacific Islander	14	191	2097	100	98	99	506	501	490	NA	3	5	14	8	13	57	71	68	29	18	14
American Indian/Alaskan Native	--	57	4087	--	93	96	--	467	446	--	9	16	--	32	38	--	56	44	--	4	2
White	77	1254	35914	99	98	98	504	502	489	1	1	5	6	8	15	74	74	67	18	17	14
Students with Disabilities	16	211	9808	89	80	87	457	462	432	13	15	35	31	27	32	56	52	30	NA	6	3
Students without Disabilities	92	1813	69878	100	100	100	512	498	475	NA	1	8	2	10	23	75	74	61	23	15	9
Limited English Proficient Students	--	42	12594	--	86	96	--	446	422	--	17	34	--	33	45	--	50	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	393	38095	NC	94	97	NC	471	452	NC	8	17	NC	24	32	NC	62	48	NC	7	3
Non-Economically Disadvantaged	105	1631	41591	98	98	99	506	500	486	1	2	6	6	9	16	73	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	108	2042	80372	98	98	99	513	501	475	NA	1	4	8	14	30	84	79	64	7	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	989	39452	100	99	99	518	513	488	NA	1	3	6	9	22	84	83	72	10	8	3
Male	59	1053	40836	97	98	98	509	489	464	NA	2	6	10	19	37	85	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	13	339	33608	100	98	99	507	487	462	NA	2	6	NA	21	36	100	77	57	NA	1	1
Asian/Pacific Islander	14	191	2098	100	98	99	517	517	500	NA	2	2	7	6	16	79	77	75	14	16	7
American Indian/Alaskan Native	--	60	4128	--	98	97	--	483	464	--	NA	4	--	27	39	--	72	56	--	2	1
White	76	1260	36213	97	98	99	516	506	489	NA	1	2	9	11	22	83	82	72	8	6	3
Students with Disabilities	16	230	10526	89	87	94	472	461	427	NA	5	15	31	41	53	69	53	31	NA	2	1
Students without Disabilities	92	1812	69846	100	100	100	520	506	482	NA	1	3	4	10	26	87	83	69	9	6	2
Limited English Proficient Students	--	45	12747	--	92	97	--	450	432	--	9	12	--	31	52	--	58	36	--	2	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	400	38521	NC	96	98	NC	480	461	NC	2	6	NC	29	38	NC	67	55	NC	3	1
Non-Economically Disadvantaged	105	1642	41851	98	99	100	515	506	489	NA	1	3	8	10	22	85	82	72	8	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	138	2071	79306	100	98	99	557	551	504	2	3	13	4	7	20	40	41	49	54	48	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1006	38845	100	99	99	562	553	505	2	3	11	3	6	20	42	42	50	53	48	18
Male	72	1065	40383	100	98	98	553	549	504	3	3	14	4	9	19	38	39	47	56	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	10	315	32673	100	97	99	NA	531	487	NA	5	18	NA	11	25	NA	50	46	NA	34	10
Asian/Pacific Islander	10	177	2147	100	99	99	NA	579	539	NA	3	5	NA	4	10	NA	28	46	NA	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	111	1375	36234	100	98	99	556	556	523	3	2	6	5	6	13	41	39	52	52	52	28
Students with Disabilities	12	231	10286	100	87	91	501	486	462	17	23	41	17	24	27	50	41	27	17	12	5
Students without Disabilities	126	1840	69020	100	100	100	562	559	510	1	1	9	2	5	18	39	41	52	58	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	NC	335	37437	NC	96	97	NC	515	486	NC	10	19	NC	16	26	NC	51	46	NC	23	9
Non-Economically Disadvantaged	135	1736	41869	100	98	100	558	558	521	2	2	7	4	6	14	39	39	51	55	53	27

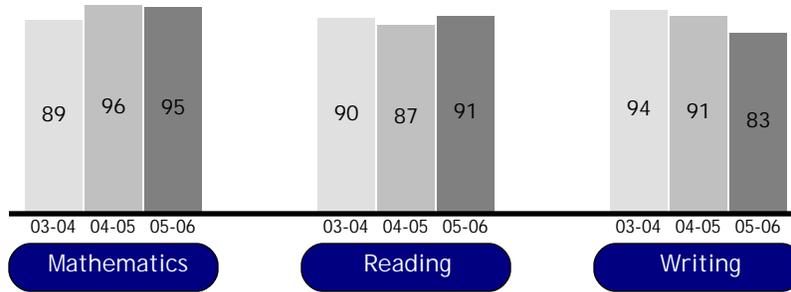
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	2042	79000	100	97	98	529	518	489	1	2	10	6	11	24	69	68	58	25	19	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	995	38774	100	97	99	532	522	494	2	1	7	3	8	22	70	70	61	26	20	10
Male	72	1047	40150	100	96	98	527	514	485	NA	3	12	8	14	25	68	65	55	24	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	10	312	32508	100	96	98	NA	503	472	NA	3	15	NA	16	33	NA	72	49	NA	9	3
Asian/Pacific Islander	10	176	2142	100	98	99	NA	530	510	NA	3	4	NA	8	14	NA	61	67	NA	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	111	1355	36135	100	97	98	530	524	508	1	1	4	5	8	14	68	68	67	27	22	15
Students with Disabilities	12	202	9991	100	76	88	484	473	449	8	13	33	33	39	36	50	41	29	8	7	2
Students without Disabilities	126	1840	69009	100	100	100	533	523	495	NA	1	6	3	8	22	71	71	62	26	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	NC	324	37234	NC	93	97	NC	490	472	NC	6	15	NC	23	33	NC	65	50	NC	6	3
Non-Economically Disadvantaged	135	1718	41766	100	97	99	530	524	505	1	1	5	5	9	16	69	68	65	25	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	138	2066	79611	100	98	99	539	525	496	1	2	7	14	24	37	84	72	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1008	39016	100	99	99	550	539	511	NA	1	4	8	14	29	91	82	66	2	3	1
Male	72	1058	40519	100	97	98	530	513	482	1	2	10	19	33	44	78	64	46	1	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	10	318	32855	100	98	99	NA	513	481	NA	3	10	NA	29	43	NA	68	47	NA	1	0
Asian/Pacific Islander	10	176	2149	100	98	100	NA	540	519	NA	2	4	NA	16	24	NA	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	111	1372	36380	100	98	99	539	529	511	1	1	4	13	21	30	85	75	65	2	2	1
Students with Disabilities	12	228	10664	100	85	94	502	472	440	NA	9	23	42	57	54	58	33	22	NA	0	1
Students without Disabilities	126	1838	68947	100	100	100	542	532	504	1	1	4	11	20	34	87	77	61	2	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	NC	333	37626	NC	96	98	NC	502	479	NC	5	10	NC	38	45	NC	56	45	NC	1	0
Non-Economically Disadvantaged	135	1733	41985	100	98	100	539	530	511	1	1	4	13	21	30	84	76	65	1	2	1

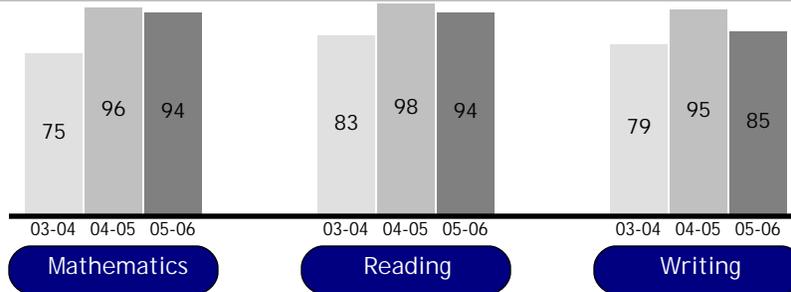
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	95	73	NA	58	97	67	60	47	100	73	65	46
	Language	98	72	60	50	97	74	58	47	100	82	65	48
	Mathematics	98	82	76	64	97	81	66	50	100	83	73	52
3	Reading	100	75	NA	55	99	59	59	44	100	78	68	46
	Language	100	79	72	61	99	59	57	44	99	75	63	46
	Mathematics	100	84	78	61	99	73	67	51	100	87	75	52
4	Reading	98	82	NA	56	99	72	63	48	99	73	68	52
	Language	99	74	66	52	99	72	63	49	98	75	70	52
	Mathematics	100	88	78	61	99	83	70	53	99	83	76	58
5	Reading	97	76	NA	55	100	77	65	50	99	78	75	56
	Language	97	65	65	49	100	74	65	50	99	79	73	54
	Mathematics	97	84	83	63	100	77	67	49	99	82	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)
- 4 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Continuous Improvement Plan
- Ü Assist with Assessment Interpretation
- Ü School Safety
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü Community Service/PTO

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	36.20
Other Professional Staff	3.50	Teacher Aide	6.73

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	3	0	0
4 to 6 years	4	7	0	0
7 to 9 years	3	3	0	0
10 or more years	10	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certification.	13
Percent of teachers in the school with Emergency/Provisional Certification	26%
Percent of core classes not taught by Highly Qualified Teachers	25%

Resources Available at School Site

Special Facilities

- Ü State of the art Technology Labs
- Ü Covered Playgrounds
- Ü Multimedia Center/Library
- Ü Athletic Fields

Extracurricular Activities

- Ü Student Council
- Ü After School Enrichment Classes
- Ü Musical Programs
- Ü After School Childcare
- Ü Art Masterpiece Program
- Ü Before School Childcare
- Ü Academic Assistance Programs
- Ü Intramural Sports

Social Services

- Ü After School Program
- Ü Health Services
- Ü National Free/Reduced Lunch Program
- Ü Access to Dist. Family Resource Center
- Ü YMCA - Sierra Suns Club
- Ü Prevention Services
- Ü Recreational Activities
- Ü Character Education Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Our 1st, 2nd and 5th grade teams of five teachers each implemented a new technology integration project whereby a multitude of technology tools were infused in the classroom.

- ü Sierra continues to be one of the top schools in our district and state in the areas of reading and math. Our district, state, and national scores indicate our academic success.

- ü Our school improvement plan focused on increasing overall achievement in the areas of math, reading, and writing. Overall, all grade levels contributed to the achievement of the school improvement goals.

- ü School rules focus around the 6 Pillars of Character. We have been awarded 2 grants that will support character development for all students. The grants will be funded through AZ K-12 Center & Title IV funding.

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	93	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

A Safety Committee implemented an emergency plan detailing steps to be taken in the event of an emergency situation. Sierra also utilizes the Character Counts Program to assist students in learning the basic principles of character development. The US Dept. of Education awarded our district a 3 year grant; Safe School/Healthy Students Initiative. Services include class presentations, focus groups, parent and teacher training.

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) :

1

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	James Verrill	(480) 783-1100
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Jennifer Greutz	(480) 783-4029
School Nutrition Programs	Lili Chong	(480) 783-1196
Parent Organization	Debbie Siegel, PTO	(480) 283-1476
Student Health/Nurse	Melissa Dardis	(480) 783-1136

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."

ACHIEVEMENT PROFILES

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.