



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5500 W Galveston Street, 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	Highly Performing

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

School Overview

Principal/Administrator : Ms. Donna Gallaher
 Schedule : 07:15 AM to 03:45 PM
 Grades : K-5
 Web Address : www.kyrene.org
 Phone Number : (480) 783-2900
 Fax Number : (480) 940-3560
 E-mail : dgalla@kyrene.org

Mission

We are committed to the achievement of academic excellence through high-quality teaching, learning, and community involvement which results in students being well-prepared to meet future educational challenges and to contribute to society.

We strive to create an learning environment that encourages and promotes high academic achievement while fostering respect, personal responsibility and individual success. We work in partnership with parents and students to achieve our goals.

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 - Mirada will increase the percentage of students performing at the proficient level in reading by 10%.
- ü Increase student achievement in mathematics, Mirada will increase the percentage of students performing at the proficient level in math by 10%.
- ü Increase student achievement in writing. All students will increase their performance in writing by at least one level score as determined by the the Six Trait Writing Rubric.

Enrollment

October 1, 2005 School Year Student Enrollment : 582
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 77

Instructional Programs

- Ü K-3 Early Literacy Program
- Ü Special Education Program
- Ü Gifted Education Program
- Ü All Day Kindergarten
- Ü English Language Learner
- Ü Art, Music and PE
- Ü Technology Based Learning
- Ü Academic Intervention Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Staff is committed to creating a safe, supportive, and challenging learning environment in which academic excellence is achieved. Communication with parents is critical and all staff members are committed to forging positive cooperating relationships with parents. It is our responsibility to keep parent informed and connected to Mirada. The safety and well being of students is everyone's concern and duty.

Parents

Parents support their child's learning by working as a team with teachers and students, by attending school functions, by staying abreast of school news, issues and policies, by helping with homework, monitoring progress, volunteering their time and expertise in classrooms and after-school activities, and by serving on school and district committees. Parents support school discipline policies and interact respectfully with teachers and staff.

Transportation Policy

Transportation is provided for students who reside more than one mile 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 paren/guardian or school administrator provides written approval.

School Honors

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

Award/Honor	Year
Ü Intel's Innovations in Education Award	1999
Ü Teach to the Future Award	2000
Ü Community Service Award - Arizona FoodBank	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	1893	80010	100	98	99	487	481	447	4	3	10	7	8	18	40	47	53	50	41	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	934	38935	100	99	99	476	483	447	5	2	9	9	8	19	45	49	55	41	41	17
Male	47	959	40974	100	98	98	500	480	448	2	4	11	4	9	18	34	46	52	60	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	12	296	34545	100	98	99	460	459	432	8	6	14	8	14	24	67	56	53	17	24	9
Asian/Pacific Islander	NC	171	2068	NC	98	99	NC	503	474	NC	1	4	NC	5	10	NC	36	50	NC	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	501	490	465	NA	2	5	5	5	11	33	45	56	62	47	28
Students with Disabilities	NC	252	10161	NC	91	93	NC	447	419	NC	16	28	NC	22	28	NC	40	36	NC	21	8
Students without Disabilities	97	1641	69849	100	100	100	487	486	451	4	1	7	6	6	17	41	49	56	48	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	26	397	39029	100	97	98	458	452	432	15	10	14	8	16	25	54	54	52	23	20	9
Non-Economically Disadvantaged	77	1496	40981	100	99	100	497	489	462	NA	1	6	6	6	13	35	46	54	58	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	101	1871	79438	98	97	98	481	479	451	NA	2	9	11	12	24	70	63	56	19	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	929	38775	100	98	99	478	484	457	NA	2	7	16	9	22	61	65	58	23	25	13
Male	45	942	40560	96	96	97	485	474	446	NA	3	12	4	16	25	82	61	54	13	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	12	292	34297	100	97	98	476	462	434	NA	4	14	8	19	31	75	65	50	17	13	5
Asian/Pacific Islander	NC	170	2063	NC	97	99	NC	492	475	NC	1	3	NC	9	15	NC	61	63	NC	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	489	485	471	NA	1	4	4	9	15	75	64	63	21	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	97	1640	69850	100	100	100	480	483	456	NA	1	7	11	10	23	71	65	59	18	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	25	385	38685	96	94	97	464	452	435	NA	6	14	24	25	32	60	59	50	16	9	5
Non-Economically Disadvantaged	76	1486	40753	99	98	99	487	486	467	NA	1	5	7	9	16	74	64	62	20	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	103	1898	79971	100	99	99	446	454	423	NA	3	8	30	25	41	68	64	49	2	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	938	38974	100	99	99	450	469	437	NA	2	5	27	17	33	71	70	57	2	12	4
Male	47	960	40895	100	98	98	441	440	410	NA	4	10	34	33	47	64	58	41	2	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	12	299	34481	100	99	99	451	440	410	NA	3	10	25	34	46	75	60	43	NA	3	1
Asian/Pacific Islander	NC	173	2067	NC	99	99	NC	475	449	NC	1	4	NC	16	28	NC	64	60	NC	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	73	1211	35150	100	99	99	450	459	437	NA	2	5	26	22	35	71	67	56	3	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	97	1641	69713	100	100	100	449	461	429	NA	1	5	28	22	39	70	68	52	2	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	26	401	38994	100	98	98	431	430	409	NA	6	10	46	36	47	54	54	41	NA	3	1
Non-Economically Disadvantaged	77	1497	40977	100	99	100	451	461	437	NA	2	5	25	22	34	73	67	56	3	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	115	2050	80147	100	98	99	520	515	482	3	3	11	3	7	17	41	44	49	52	46	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	987	39281	100	99	99	526	516	483	2	2	9	5	7	17	38	44	50	56	47	24
Male	54	1063	40780	100	98	98	514	515	482	6	3	12	2	7	17	44	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	15	339	33494	100	98	99	514	498	466	NA	4	15	7	12	23	53	53	49	40	31	14
Asian/Pacific Islander	14	193	2103	100	99	99	508	542	515	14	3	4	NA	2	8	29	31	44	57	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	76	1270	36122	100	99	99	526	522	501	3	1	5	4	5	10	37	41	50	57	52	35
Students with Disabilities	18	234	10295	100	89	92	480	474	443	11	14	33	17	22	26	44	44	33	28	20	8
Students without Disabilities	97	1816	69852	100	100	100	528	520	488	2	1	7	1	5	16	40	44	51	57	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	24	405	38371	100	97	97	505	484	465	8	9	15	NA	13	23	50	57	49	42	22	13
Non-Economically Disadvantaged	91	1645	41776	100	99	100	524	523	498	2	1	6	4	6	11	38	41	49	55	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	110	2024	79686	96	97	98	492	494	470	4	3	11	12	12	24	72	72	57	13	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	980	39163	97	98	99	502	498	475	NA	2	9	5	10	22	80	73	60	15	15	10
Male	51	1044	40438	96	97	97	480	490	465	8	4	13	20	13	25	63	71	54	10	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	15	335	33299	100	97	98	486	479	452	7	4	17	7	19	32	80	70	47	7	7	3
Asian/Pacific Islander	13	191	2097	93	98	99	496	501	490	8	3	5	15	8	13	54	71	68	23	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	74	1254	35914	99	98	98	494	502	489	1	1	5	11	8	15	74	74	67	14	17	14
Students with Disabilities	13	211	9808	72	80	87	464	462	432	15	15	35	23	27	32	54	52	30	8	6	3
Students without Disabilities	97	1813	69878	100	100	100	496	498	475	2	1	8	10	10	23	74	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	23	393	38095	96	94	97	478	471	452	9	8	17	22	24	32	57	62	48	13	7	3
Non-Economically Disadvantaged	87	1631	41591	97	98	99	496	500	486	2	2	6	9	9	16	76	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	113	2042	80372	99	98	99	500	501	475	NA	1	4	14	14	30	81	79	64	5	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	989	39452	98	99	99	513	513	488	NA	1	3	5	9	22	87	83	72	8	8	3
Male	53	1053	40836	100	98	98	485	489	464	NA	2	6	25	19	37	74	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	93	98	99	491	487	462	NA	2	6	7	21	36	93	77	57	NA	1	1
Asian/Pacific Islander	13	191	2098	93	98	99	508	517	500	NA	2	2	15	6	16	69	77	75	15	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	76	1260	36213	100	98	99	504	506	489	NA	1	2	12	11	22	83	82	72	5	6	3
Students with Disabilities	18	230	10526	100	87	94	466	461	427	NA	5	15	50	41	53	44	53	31	6	2	1
Students without Disabilities	95	1812	69846	99	100	100	506	506	482	NA	1	3	7	10	26	87	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	23	400	38521	96	96	98	484	480	461	NA	2	6	22	29	38	78	67	55	NA	3	1
Non-Economically Disadvantaged	90	1642	41851	100	99	100	504	506	489	NA	1	3	12	10	22	81	82	72	7	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	103	2071	79306	100	98	99	563	551	504	1	3	13	9	7	20	33	41	49	57	48	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1006	38845	100	99	99	573	553	505	2	3	11	2	6	20	37	42	50	59	48	18
Male	49	1065	40383	100	98	98	552	549	504	NA	3	14	16	9	19	29	39	47	55	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	18	315	32673	100	97	99	546	531	487	NA	5	18	NA	11	25	72	50	46	28	34	10
Asian/Pacific Islander	12	177	2147	100	99	99	556	579	539	8	3	5	25	4	10	NA	28	46	67	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	66	1375	36234	100	98	99	572	556	523	NA	2	6	8	6	13	29	39	52	64	52	28
Students with Disabilities	17	231	10286	100	87	91	486	486	462	6	23	41	29	24	27	53	41	27	12	12	5
Students without Disabilities	86	1840	69020	100	100	100	579	559	510	NA	1	9	5	5	18	29	41	52	66	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	16	335	37437	100	96	97	532	515	486	NA	10	19	25	16	26	44	51	46	31	23	9
Non-Economically Disadvantaged	87	1736	41869	100	98	100	569	558	521	1	2	7	6	6	14	31	39	51	62	53	27

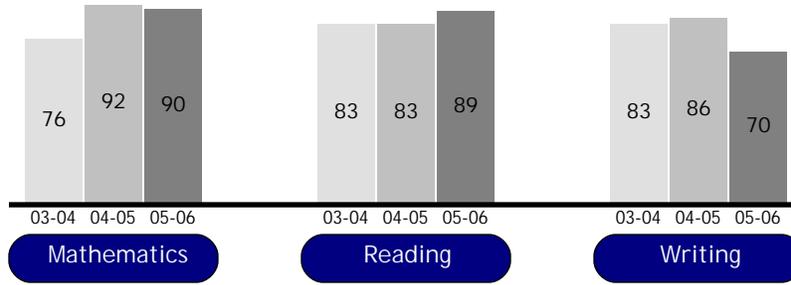
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2042	79000	94	97	98	524	518	489	4	2	10	4	11	24	67	68	58	25	19	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	995	38774	98	97	99	523	522	494	4	1	7	4	8	22	68	70	61	25	20	10
Male	44	1047	40150	90	96	98	526	514	485	5	3	12	5	14	25	66	65	55	25	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	100	96	98	504	503	472	6	3	15	6	16	33	78	72	49	11	9	3
Asian/Pacific Islander	11	176	2142	92	98	99	513	530	510	18	3	4	9	8	14	36	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	61	1355	36135	92	97	98	533	524	508	NA	1	4	3	8	14	69	68	67	28	22	15
Students with Disabilities	11	202	9991	65	76	88	481	473	449	18	13	33	9	39	36	64	41	29	9	7	2
Students without Disabilities	86	1840	69009	100	100	100	530	523	495	2	1	6	3	8	22	67	71	62	27	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	13	324	37234	81	93	97	502	490	472	8	6	15	8	23	33	77	65	50	8	6	3
Non-Economically Disadvantaged	84	1718	41766	97	97	99	528	524	505	4	1	5	4	9	16	65	68	65	27	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	103	2066	79611	100	98	99	540	525	496	2	2	7	16	24	37	80	72	56	3	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1008	39016	100	99	99	559	539	511	NA	1	4	7	14	29	87	82	66	6	3	1
Male	49	1058	40519	100	97	98	519	513	482	4	2	10	24	33	44	71	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	100	98	99	539	513	481	NA	3	10	11	29	43	89	68	47	NA	1	0
Asian/Pacific Islander	12	176	2149	100	98	100	511	540	519	8	2	4	33	16	24	58	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	66	1372	36380	100	98	99	541	529	511	2	1	4	14	21	30	83	75	65	2	2	1
Students with Disabilities	17	228	10664	100	85	94	495	472	440	6	9	23	47	57	54	47	33	22	NA	0	1
Students without Disabilities	86	1838	68947	100	100	100	549	532	504	1	1	4	9	20	34	86	77	61	3	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	16	333	37626	100	96	98	523	502	479	6	5	10	13	38	45	75	56	45	6	1	0
Non-Economically Disadvantaged	87	1733	41985	100	98	100	543	530	511	1	1	4	16	21	30	80	76	65	2	2	1

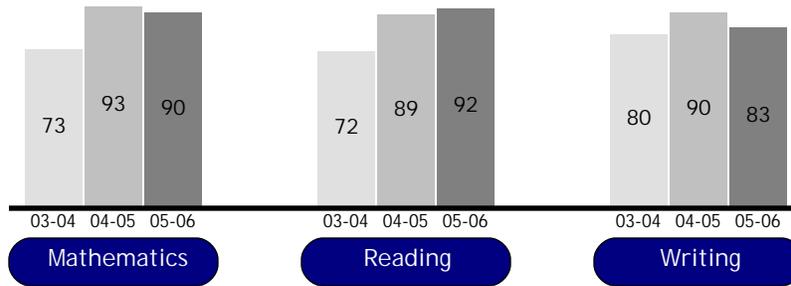
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	60	NA	58	100	58	60	47	100	58	65	46
	Language	98	57	60	50	100	58	58	47	100	54	65	48
	Mathematics	99	72	76	64	100	64	66	50	100	70	73	52
3	Reading	99	69	NA	55	100	58	59	44	98	65	68	46
	Language	100	66	72	61	100	53	57	44	100	61	63	46
	Mathematics	99	66	78	61	99	66	67	51	100	76	75	52
4	Reading	100	65	NA	56	100	64	63	48	96	67	68	52
	Language	100	63	66	52	100	63	63	49	100	67	70	52
	Mathematics	100	74	78	61	100	67	70	53	100	76	76	58
5	Reading	100	71	NA	55	100	64	65	50	94	78	75	56
	Language	100	64	65	49	100	67	65	50	100	76	73	54
	Mathematics	100	87	83	63	100	72	67	49	100	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

- 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 School Climate/School Safety
- Ü Parent involvement
- Ü Parent /Teacher Relations
- Ü Tax Credit Donations and distribution
- Ü Parent survey/improvements

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	34.29
Other Professional Staff	2.50	Teacher Aide	8.13

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	6	2	0	0
7 to 9 years	3	1	0	0
10 or more years	13	12	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
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	15%

Resources Available at School Site

Special Facilities

- Ü Multimedia Center/Library
- Ü TV Studio and Computer Labs
- Ü State of the Art Technology Labs
- Ü Covered Playgrounds

Extracurricular Activities

- Ü Student Council
- Ü Choir
- Ü After School Enrichment Classes
- Ü PTA Family Events
- Ü Track Club
- Ü After school child care
- Ü Drama Club
- Ü TV News Crew

Social Services

- Ü Scholarship Opportunities
- Ü Free & Reduced Lunch Program
- Ü Prevention Services
- Ü District Family Resource Center
- Ü Health Services
- Ü School Psychologist
- Ü Safe Schools Program
- Ü Kyrene Foundation

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Mirada students scored well above state averages on AIMS (Arizona's Instrument to Measure Standards) in reading, writing, and math.

- ü In May of 2005, according to our annual community survey, 97% of parents responding report satisfaction with their child's school experience at Mirada.

- ü AIMS Reading 2006 - percent of students at Meets/Exceeds levels.
 - Grade 3 = 89%
 - Grade 4 = 85%
 - Grade 5 = 92%
 - On school goals - percent increase in students performing at proficient level in reading
 - Grade 4 =10%
 - Grade 5 =12%

- ü On AIMS 2006 Percent of students at the Meets/Exceeds levels
 - Grade 3= 85%
 - Grade 4 = 90%
 - Grade 5 = 90%
 - On school goals - percent increase of students performing at proficient levels in math
 - Grade 2= 10%
 - Grade 3= 7%%
 - Grade 4= 17%
 - Grade 5= 5%%

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	94	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

School/District follow a zero-tolerance policy of enforcement regarding tobacco, alcohol and drugs.
 School/District follow a zero-tolerance policy of enforcement regarding violence. School/District has a Multi-hazard Safety Plan (Safe School 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	Donna Gallaher	(480) 783-2980
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karen Crider	(480) 783-4177
School Nutrition Programs	Sandra Messer	(480) 783-2996
Parent Organization	Christy Murphy	(480) 783-2900
Student Health/Nurse	Vivian Cleeg/Barb Grace	(480) 783-2984

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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** Due to booklet size printing, print copies are produced in multiples of 4.