

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

14841 S. 41st Place, Phoenix, AZ 85044

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 : Dr. Cheryl S. Greene
 Schedule : 07:15 AM to 03:45 PM
 Grades : K-5
 Web Address : www.kyrene.org
 Phone Number : (480) 783-1700
 Fax Number : (480) 759-6656
 E-mail : cgreen@kyrene.org

Mission

We are dedicated to providing a safe, collaborative learning environment, which celebrates diversity and adapts to meet the needs of the community. We will model and foster respect and responsibility in a nurturing atmosphere of trust, friendship, and open communication.

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 We will provide quality teaching and learning experiences to help all students achieve academic success.
- ü We will provide academic intervention opportunities in literacy and mathematics to maximize student learning.
- ü We will create and sustain a positive learning environment that celebrates diversity and fosters students' social and academic success.

Enrollment

October 1, 2005 School Year Student Enrollment : 581
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 40

Instructional Programs

- Ü On-site Special Education
- Ü Gifted Resource
- Ü K-3 Academic Assistance
- Ü Structured English Immersion
- Ü After-school Tutoring
- Ü 4th and 5th Grade Academic Assistance
- Ü Preschool for Hearing Impaired
- Ü Art, Music, PE

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

Staff is committed to meeting the unique and individual needs of each child and recognizes parents as key to this endeavor. Staff are committed to creating a supportive and challenging learning environment in which academic excellence is achieved.

Parents

Parents are responsible for providing support for their students' academic requirements and efforts toward learning. It is expected that parents will support conduct desired by the larger community, society and the laws of the state of Arizona.

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 National Board Certified Teachers (3)	2000
Ü Kyrene Teachers with Technology Project - 3 Grade Level	2003
Ü Arizona A+ Model School Recognition Program	1999
Ü Intel Teach to the Future Awards (Technology)	2002

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	1893	80010	100	98	99	467	481	447	4	3	10	11	8	18	57	47	53	28	41	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	934	38935	100	99	99	471	483	447	NA	2	9	9	8	19	59	49	55	32	41	17
Male	50	959	40974	100	98	98	463	480	448	8	4	11	12	9	18	56	46	52	24	41	19
African American	12	150	4201	100	96	99	451	447	430	17	7	17	NA	17	23	58	59	51	25	17	9
Hispanic	20	296	34545	100	98	99	443	459	432	NA	6	14	35	14	24	60	56	53	5	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	53	1214	35142	100	99	99	482	490	465	2	2	5	4	5	11	57	45	56	38	47	28
Students with Disabilities	16	252	10161	94	91	93	431	447	419	25	16	28	19	22	28	44	40	36	13	21	8
Students without Disabilities	78	1641	69849	100	100	100	474	486	451	NA	1	7	9	6	17	60	49	56	31	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	435	452	432	13	10	14	25	16	25	56	54	52	6	20	9
Non-Economically Disadvantaged	78	1496	40981	100	99	100	474	489	462	3	1	6	8	6	13	58	46	54	32	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	92	1871	79438	98	97	98	476	479	451	1	2	9	15	12	24	65	63	56	18	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	929	38775	100	98	99	479	484	457	2	2	7	9	9	22	73	65	58	16	25	13
Male	48	942	40560	96	96	97	474	474	446	NA	3	12	21	16	25	58	61	54	21	20	9
African American	10	147	4178	83	94	98	NA	454	439	NA	5	13	NA	27	29	NA	58	52	NA	10	6
Hispanic	20	292	34297	100	97	98	444	462	434	5	4	14	35	19	31	55	65	50	5	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	53	1203	34887	100	98	98	487	485	471	NA	1	4	8	9	15	70	64	63	23	26	18
Students with Disabilities	14	231	9588	82	83	88	457	447	416	NA	10	30	36	29	32	57	48	34	7	13	5
Students without Disabilities	78	1640	69850	100	100	100	480	483	456	1	1	7	12	10	23	67	65	59	21	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	457	452	435	NA	6	14	33	25	32	53	59	50	13	9	5
Non-Economically Disadvantaged	77	1486	40753	99	98	99	480	486	467	1	1	5	12	9	16	68	64	62	19	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	93	1898	79971	99	99	99	451	454	423	4	3	8	31	25	41	57	64	49	8	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	938	38974	100	99	99	472	469	437	2	2	5	14	17	33	73	70	57	11	12	4
Male	49	960	40895	98	98	98	432	440	410	6	4	10	47	33	47	43	58	41	4	5	2
African American	11	151	4203	92	96	99	418	429	411	9	8	11	45	32	45	45	56	43	NA	5	2
Hispanic	20	299	34481	100	99	99	417	440	410	15	3	10	45	34	46	35	60	43	5	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	53	1211	35150	100	99	99	469	459	437	NA	2	5	25	22	35	66	67	56	9	9	5
Students with Disabilities	15	257	10258	88	92	94	387	412	377	13	11	23	67	44	51	13	42	25	7	3	1
Students without Disabilities	78	1641	69713	100	100	100	463	461	429	3	1	5	24	22	39	65	68	52	8	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	16	401	38994	100	98	98	413	430	409	19	6	10	38	36	47	44	54	41	NA	3	1
Non-Economically Disadvantaged	77	1497	40977	99	99	100	459	461	437	1	2	5	30	22	34	60	67	56	9	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	100	98	99	503	515	482	5	3	11	13	7	17	39	44	49	43	46	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	987	39281	100	99	99	522	516	483	NA	2	9	7	7	17	38	44	50	56	47	24
Male	49	1063	40780	100	98	98	485	515	482	10	3	12	18	7	17	41	44	48	31	46	24
African American	15	191	4249	100	97	99	474	483	464	20	9	17	20	16	22	33	51	48	27	24	13
Hispanic	16	339	33494	100	98	99	494	498	466	NA	4	15	25	12	23	44	53	49	31	31	14
Asian/Pacific Islander	NC	193	2103	NC	99	99	NC	542	515	NC	3	4	NC	2	8	NC	31	44	NC	65	45
American Indian/Alaskan Native	NC	57	4117	NC	93	96	NC	479	456	NC	7	19	NC	12	27	NC	61	46	NC	19	8
White	51	1270	36122	98	99	99	512	522	501	4	1	5	8	5	10	37	41	50	51	52	35
Students with Disabilities	13	234	10295	100	89	92	452	474	443	23	14	33	38	22	26	31	44	33	8	20	8
Students without Disabilities	81	1816	69852	100	100	100	511	520	488	2	1	7	9	5	16	41	44	51	48	50	26
Limited English Proficient Students	NC	48	12722	NC	98	97	NC	478	441	NC	10	27	NC	19	33	NC	54	37	NC	17	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	13	405	38371	100	97	97	448	484	465	23	9	15	15	13	23	62	57	49	NA	22	13
Non-Economically Disadvantaged	81	1645	41776	100	99	100	512	523	498	2	1	6	12	6	11	36	41	49	49	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	93	2024	79686	99	97	98	492	494	470	2	3	11	22	12	24	60	72	57	16	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	980	39163	100	98	99	504	498	475	NA	2	9	13	10	22	71	73	60	16	15	10
Male	48	1044	40438	98	97	97	480	490	465	4	4	13	29	13	25	50	71	54	17	12	7
African American	14	187	4228	93	95	98	476	472	458	7	8	15	21	19	28	64	69	53	7	4	4
Hispanic	16	335	33299	100	97	98	472	479	452	NA	4	17	38	19	32	63	70	47	NA	7	3
Asian/Pacific Islander	NC	191	2097	NC	98	99	NC	501	490	NC	3	5	NC	8	13	NC	71	68	NC	18	14
American Indian/Alaskan Native	NC	57	4087	NC	93	96	NC	467	446	NC	9	16	NC	32	38	NC	56	44	NC	4	2
White	51	1254	35914	98	98	98	504	502	489	NA	1	5	16	8	15	61	74	67	24	17	14
Students with Disabilities	12	211	9808	92	80	87	451	462	432	17	15	35	33	27	32	42	52	30	8	6	3
Students without Disabilities	81	1813	69878	100	100	100	498	498	475	NA	1	8	20	10	23	63	74	61	17	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	12	393	38095	92	94	97	442	471	452	17	8	17	42	24	32	42	62	48	NA	7	3
Non-Economically Disadvantaged	81	1631	41591	100	98	99	499	500	486	NA	2	6	19	9	16	63	74	65	19	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	100	98	99	495	501	475	2	1	4	18	14	30	77	79	64	3	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	989	39452	100	99	99	516	513	488	NA	1	3	2	9	22	91	83	72	7	8	3
Male	49	1053	40836	100	98	98	475	489	464	4	2	6	33	19	37	63	76	56	NA	3	1
African American	15	192	4264	100	97	99	458	480	465	13	4	5	33	25	35	53	70	59	NA	2	1
Hispanic	16	339	33608	100	98	99	500	487	462	NA	2	6	19	21	36	75	77	57	6	1	1
Asian/Pacific Islander	NC	191	2098	NC	98	99	NC	517	500	NC	2	2	NC	6	16	NC	77	75	NC	16	7
American Indian/Alaskan Native	NC	60	4128	NC	98	97	NC	483	464	NC	NA	4	NC	27	39	NC	72	56	NC	2	1
White	51	1260	36213	98	98	99	503	506	489	NA	1	2	14	11	22	84	82	72	2	6	3
Students with Disabilities	13	230	10526	100	87	94	437	461	427	15	5	15	46	41	53	38	53	31	NA	2	1
Students without Disabilities	81	1812	69846	100	100	100	504	506	482	NA	1	3	14	10	26	83	83	69	4	6	2
Limited English Proficient Students	NC	45	12747	NC	92	97	NC	450	432	NC	9	12	NC	31	52	NC	58	36	NC	2	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	13	400	38521	100	96	98	439	480	461	8	2	6	62	29	38	31	67	55	NA	3	1
Non-Economically Disadvantaged	81	1642	41851	100	99	100	504	506	489	1	1	3	11	10	22	84	82	72	4	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	118	2071	79306	100	98	99	563	551	504	4	3	13	2	7	20	41	41	49	53	48	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1006	38845	100	99	99	562	553	505	7	3	11	2	6	20	38	42	50	53	48	18
Male	58	1065	40383	100	98	98	564	549	504	2	3	14	2	9	19	43	39	47	53	48	19
African American	13	157	4171	100	99	98	526	517	485	8	10	20	NA	13	26	62	48	44	31	28	10
Hispanic	17	315	32673	100	97	99	545	531	487	12	5	18	6	11	25	41	50	46	41	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	76	1375	36234	100	98	99	575	556	523	3	2	6	1	6	13	34	39	52	62	52	28
Students with Disabilities	NC	231	10286	NC	87	91	NC	486	462	NC	23	41	NC	24	27	NC	41	27	NC	12	5
Students without Disabilities	109	1840	69020	100	100	100	569	559	510	NA	1	9	2	5	18	41	41	52	57	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	21	335	37437	100	96	97	516	515	486	10	10	19	NA	16	26	71	51	46	19	23	9
Non-Economically Disadvantaged	97	1736	41869	100	98	100	573	558	521	3	2	7	2	6	14	34	39	51	61	53	27

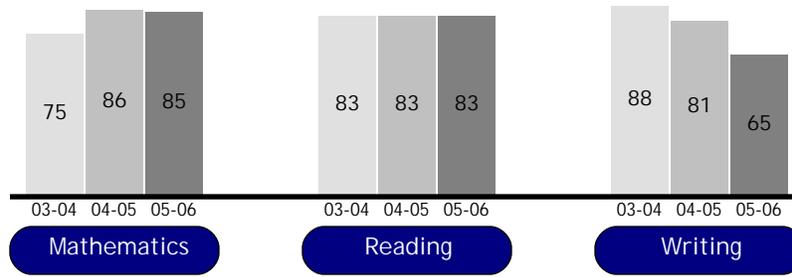
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2042	79000	99	97	98	515	518	489	2	2	10	12	11	24	72	68	58	15	19	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	995	38774	98	97	99	521	522	494	3	1	7	8	8	22	71	70	61	17	20	10
Male	58	1047	40150	100	96	98	509	514	485	NA	3	12	16	14	25	72	65	55	12	18	8
African American	13	155	4153	100	97	98	486	491	476	NA	6	13	31	26	30	69	61	53	NA	6	4
Hispanic	17	312	32508	100	96	98	502	503	472	6	3	15	12	16	33	76	72	49	6	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	75	1355	36135	99	97	98	524	524	508	NA	1	4	9	8	14	71	68	67	20	22	15
Students with Disabilities	NC	202	9991	NC	76	88	NC	473	449	NC	13	33	NC	39	36	NC	41	29	NC	7	2
Students without Disabilities	109	1840	69009	100	100	100	518	523	495	1	1	6	9	8	22	74	71	62	16	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	21	324	37234	100	93	97	488	490	472	5	6	15	14	23	33	81	65	50	NA	6	3
Non-Economically Disadvantaged	96	1718	41766	99	97	99	521	524	505	1	1	5	11	9	16	70	68	65	18	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	118	2066	79611	100	98	99	522	525	496	3	2	7	20	24	37	76	72	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1008	39016	100	99	99	535	539	511	3	1	4	5	14	29	90	82	66	2	3	1
Male	58	1058	40519	100	97	98	508	513	482	2	2	10	36	33	44	62	64	46	NA	1	0
African American	13	154	4188	100	97	98	510	511	486	NA	3	9	46	37	40	54	59	50	NA	1	0
Hispanic	17	318	32855	100	98	99	530	513	481	NA	3	10	18	29	43	82	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	76	1372	36380	100	98	99	526	529	511	3	1	4	16	21	30	80	75	65	1	2	1
Students with Disabilities	NC	228	10664	NC	85	94	NC	472	440	NC	9	23	NC	57	54	NC	33	22	NC	0	1
Students without Disabilities	109	1838	68947	100	100	100	526	532	504	2	1	4	19	20	34	78	77	61	1	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	21	333	37626	100	96	98	517	502	479	NA	5	10	38	38	45	62	56	45	NA	1	0
Non-Economically Disadvantaged	97	1733	41985	100	98	100	523	530	511	3	1	4	16	21	30	79	76	65	1	2	1

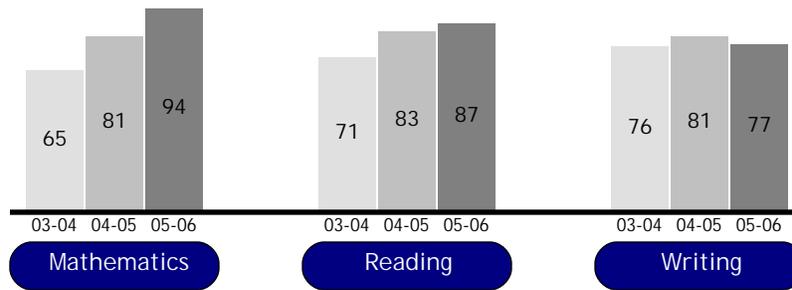
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	62	NA	58	100	58	60	47	98	72	65	46
	Language	97	50	60	50	100	54	58	47	98	68	65	48
	Mathematics	98	66	76	64	99	61	66	50	98	70	73	52
3	Reading	100	67	NA	55	96	56	59	44	98	63	68	46
	Language	99	74	72	61	96	55	57	44	100	58	63	46
	Mathematics	99	81	78	61	97	59	67	51	100	67	75	52
4	Reading	99	68	NA	56	100	62	63	48	99	61	68	52
	Language	98	57	66	52	100	62	63	49	100	68	70	52
	Mathematics	100	64	78	61	100	69	70	53	100	67	76	58
5	Reading	96	69	NA	55	98	63	65	50	99	70	75	56
	Language	98	59	65	49	98	60	65	50	100	72	73	54
	Mathematics	98	79	83	63	99	59	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

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

Council Duties

- Ü School Improvement Plan
- Ü School Mission and Goals
- Ü Home-School Communication
- Ü Parent/School/Community Relations
- Ü Tax Credit Monies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	35.22
Other Professional Staff	.50	Teacher Aide	8.75

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	8	2	0	0
7 to 9 years	4	2	0	1
10 or more years	12	7	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	15%
Percent of core classes not taught by Highly Qualified Teachers	13%

Resources Available at School Site

Special Facilities

- Ü State of the Art Technology Labs (2)
- Ü Multi-Media Center/Library
- Ü Dedicated Fine Arts Areas (Music, Art)
- Ü Physical Education

Extracurricular Activities

- Ü Student Council
- Ü Summer Enrichment Programs
- Ü Recess Sports Program
- Ü On-Site Before School Childcare
- Ü After School Enrichment Classes
- Ü Recess Hip Hop class
- Ü On-Ste After School Childcare

Social Services

- Ü Health Services
- Ü Skill/Support Groups
- Ü District Family Resource Center Access
- Ü Prevention Coordinator
- Ü Character Education Programs
- Ü National Free/Reduced Lunch Program
- Ü Recreational Activities

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü As measured by the 2006 AIMS, 85% of third graders met or exceeded standards in reading; 65% of third graders met or exceeded standards in writing; and 87% of third graders met or exceeded standards in math.

- ü As measured by the 2006 AIMS, 77% of 4th graders met or exceeded standards in reading; 80% of 4th graders met or exceeded standards in writing; and 82% of 4th graders met or exceeded standards in math.

- ü As measured by the 2006 AIMS, 89% of 5th graders met or exceeded standards in reading; 79% of 5th graders met or exceeded standards in writing; and 95% of 5th graders met or exceeded standards in math.

Student Activity Rates for School Year 2005-06

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

Esperanza is a Character Counts school. We implement the 6 pillars of Character to promote a positive school environment that models responsibility, trustworthiness, citizenship, respect, fairness, and caring. We also utilize the comprehensive Second Step Violence Prevention Curriculum. We consistently communicate our behavioral expectations which ensures a positive and safe learning/work environment. Our Emergency Response Plan is continually updated and staff and students have been trained.

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) :

2

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	Cheryl S. Greene	(480) 783-1700
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Jennifer Grentz	(480) 783-4029
School Nutrition Programs	Linda Mitchell	(480) 783-1796
Parent Organization	Michelle McCoy	(480) 783-1700
Student Health/Nurse	Jennifer Fish	(480) 783-1700

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.