

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

777 N. Desert Breeze Blvd. E. #1, 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.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Christie Winkelmann
 Schedule : 07:15 AM to 03:45 PM
 Grades : Pre-K-5
 Web Address : www.kyrene.org/
 Phone Number : (480) 783-2300
 Fax Number : (480) 940-5796
 E-mail : cwinke@kyrene.org

Mission

The 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. Here at Brisas Elementary School we are also committed to developing academic excellence, pride, ownership, belonging, enthusiasm, a spirit of diversity, harmony/joy/respect, a learner-centered environment, meaningful learning, and collaboration/empowerment for all members of our community.

School / Academic Goals

- ü Students will increase their reading achievement/proficiency in the area of reading fluency and comprehension.
- ü Students will increase proficiency in the area of math, specifically in computational fluency.
- ü Students will increase achievement/proficiency in writing, utilizing the 6-Trait writing rubric.

Enrollment

October 1, 2005 School Year Student Enrollment : 659
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 91

Instructional Programs

- Ü On-site Special Education
- Ü Structured English Immersion
- Ü Special Education Preschool
- Ü Gifted Education
- Ü All Day Kindergarten
- Ü Technology Based Learning
- Ü Academic Intervention
- 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 builds collaborative partnerships with parents. Staff and parents work as partners to meet various students' needs. We communicate regularly to our parents about learning progress and student goals. We hold a Curriculum Night to express our expectations to parents. Portfolio conferences and other conferences are held twice throughout the year.

Parents

Parents are encouraged to attend the various school functions we have throughout the year. We ask that they communicate frequently with our teachers and assist their children with homework when needed. They may also volunteer their time and expertise in the classroom to help support our school goals. There are also a variety of opportunities for them to volunteer with our PTSO.

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 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 ABITIBI Recycling 1st Place Award	2005
Ü ABITIBI Recycling 1st Place Award	2004
Ü ABITIBI Recycling 2nd Place Award	2003
Ü ABITIBI Recycling 1st Place Award	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	106	1893	80010	99	98	99	477	481	447	6	3	10	10	8	18	43	47	53	41	41	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	934	38935	98	99	99	478	483	447	5	2	9	10	8	19	46	49	55	39	41	17
Male	47	959	40974	100	98	98	476	480	448	6	4	11	11	9	18	40	46	52	43	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	23	296	34545	100	98	99	468	459	432	4	6	14	22	14	24	35	56	53	39	24	9
Asian/Pacific Islander	18	171	2068	95	98	99	505	503	474	NA	1	4	NA	5	10	50	36	50	50	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	480	490	465	8	2	5	6	5	11	42	45	56	45	47	28
Students with Disabilities	13	252	10161	93	91	93	412	447	419	31	16	28	46	22	28	8	40	36	15	21	8
Students without Disabilities	93	1641	69849	100	100	100	486	486	451	2	1	7	5	6	17	48	49	56	44	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	24	397	39029	96	97	98	461	452	432	17	10	14	13	16	25	33	54	52	38	20	9
Non-Economically Disadvantaged	82	1496	40981	100	99	100	482	489	462	2	1	6	10	6	13	46	46	54	41	47	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	1871	79438	99	97	98	472	479	451	2	2	9	20	12	24	57	63	56	22	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	929	38775	98	98	99	477	484	457	2	2	7	15	9	22	61	65	58	22	25	13
Male	47	942	40560	100	96	97	464	474	446	2	3	12	26	16	25	51	61	54	21	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	23	292	34297	100	97	98	465	462	434	NA	4	14	30	19	31	52	65	50	17	13	5
Asian/Pacific Islander	18	170	2063	95	97	99	486	492	475	NA	1	3	17	9	15	50	61	63	33	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	477	485	471	2	1	4	11	9	15	62	64	63	25	26	18
Students with Disabilities	13	231	9588	93	83	88	409	447	416	15	10	30	54	29	32	31	48	34	NA	13	5
Students without Disabilities	93	1640	69850	100	100	100	480	483	456	NA	1	7	15	10	23	60	65	59	25	24	12
Limited English Proficient Students	NC	50	13856	NC	86	96	NC	421	407	NC	14	27	NC	46	43	NC	40	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	24	385	38685	96	94	97	453	452	435	4	6	14	38	25	32	46	59	50	13	9	5
Non-Economically Disadvantaged	82	1486	40753	100	98	99	477	486	467	1	1	5	15	9	16	60	64	62	24	26	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	1898	79971	100	99	99	466	454	423	5	3	8	18	25	41	66	64	49	11	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	938	38974	100	99	99	484	469	437	3	2	5	12	17	33	65	70	57	20	12	4
Male	47	960	40895	100	98	98	444	440	410	6	4	10	26	33	47	68	58	41	NA	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	23	299	34481	100	99	99	462	440	410	4	3	10	30	34	46	57	60	43	9	3	1
Asian/Pacific Islander	19	173	2067	100	99	99	476	475	449	5	1	4	5	16	28	74	64	60	16	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	464	459	437	6	2	5	17	22	35	70	67	56	8	9	5
Students with Disabilities	14	257	10258	100	92	94	386	412	377	21	11	23	57	44	51	21	42	25	NA	3	1
Students without Disabilities	93	1641	69713	100	100	100	478	461	429	2	1	5	12	22	39	73	68	52	13	9	3
Limited English Proficient Students	NC	56	13985	NC	97	97	NC	399	382	NC	11	18	NC	48	54	NC	41	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	25	401	38994	100	98	98	440	430	409	12	6	10	40	36	47	32	54	41	16	3	1
Non-Economically Disadvantaged	82	1497	40977	100	99	100	474	461	437	2	2	5	11	22	34	77	67	56	10	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	107	2050	80147	99	98	99	510	515	482	5	3	11	10	7	17	45	44	49	40	46	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	987	39281	98	99	99	510	516	483	4	2	9	9	7	17	50	44	50	38	47	24
Male	51	1063	40780	100	98	98	509	515	482	6	3	12	12	7	17	39	44	48	43	46	24
African American	11	191	4249	92	97	99	489	483	464	9	9	17	9	16	22	55	51	48	27	24	13
Hispanic	19	339	33494	100	98	99	487	498	466	5	4	15	21	12	23	47	53	49	26	31	14
Asian/Pacific Islander	14	193	2103	93	99	99	554	542	515	NA	3	4	NA	2	8	43	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	58	1270	36122	100	99	99	514	522	501	3	1	5	9	5	10	43	41	50	45	52	35
Students with Disabilities	13	234	10295	100	89	92	446	474	443	31	14	33	38	22	26	15	44	33	15	20	8
Students without Disabilities	94	1816	69852	98	100	100	518	520	488	1	1	7	6	5	16	49	44	51	44	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	27	405	38371	96	97	97	487	484	465	4	9	15	15	13	23	63	57	49	19	22	13
Non-Economically Disadvantaged	80	1645	41776	100	99	100	517	523	498	5	1	6	9	6	11	39	41	49	48	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	107	2024	79686	99	97	98	495	494	470	5	3	11	11	12	24	71	72	57	13	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	980	39163	98	98	99	494	498	475	2	2	9	11	10	22	77	73	60	11	15	10
Male	51	1044	40438	100	97	97	495	490	465	8	4	13	12	13	25	65	71	54	16	12	7
African American	11	187	4228	92	95	98	468	472	458	9	8	15	27	19	28	64	69	53	NA	4	4
Hispanic	19	335	33299	100	97	98	483	479	452	5	4	17	11	19	32	74	70	47	11	7	3
Asian/Pacific Islander	14	191	2097	93	98	99	513	501	490	NA	3	5	NA	8	13	79	71	68	21	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	58	1254	35914	100	98	98	502	502	489	5	1	5	7	8	15	74	74	67	14	17	14
Students with Disabilities	13	211	9808	100	80	87	435	462	432	31	15	35	31	27	32	38	52	30	NA	6	3
Students without Disabilities	94	1813	69878	98	100	100	502	498	475	1	1	8	9	10	23	76	74	61	15	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	27	393	38095	96	94	97	484	471	452	NA	8	17	19	24	32	74	62	48	7	7	3
Non-Economically Disadvantaged	80	1631	41591	100	98	99	498	500	486	6	2	6	9	9	16	70	74	65	15	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	100	98	99	512	501	475	1	1	4	10	14	30	81	79	64	7	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	989	39452	98	99	99	518	513	488	NA	1	3	9	9	22	88	83	72	4	8	3
Male	52	1053	40836	100	98	98	506	489	464	2	2	6	12	19	37	75	76	56	12	3	1
African American	12	192	4264	100	97	99	499	480	465	NA	4	5	8	25	35	92	70	59	NA	2	1
Hispanic	19	339	33608	100	98	99	512	487	462	NA	2	6	16	21	36	84	77	57	NA	1	1
Asian/Pacific Islander	14	191	2098	93	98	99	532	517	500	NA	2	2	NA	6	16	79	77	75	21	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	58	1260	36213	100	98	99	513	506	489	2	1	2	9	11	22	81	82	72	9	6	3
Students with Disabilities	13	230	10526	100	87	94	456	461	427	NA	5	15	54	41	53	46	53	31	NA	2	1
Students without Disabilities	95	1812	69846	99	100	100	519	506	482	1	1	3	4	10	26	86	83	69	8	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	28	400	38521	100	96	98	500	480	461	NA	2	6	11	29	38	89	67	55	NA	3	1
Non-Economically Disadvantaged	80	1642	41851	100	99	100	516	506	489	1	1	3	10	10	22	79	82	72	10	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	119	2071	79306	99	98	99	537	551	504	6	3	13	8	7	20	45	41	49	40	48	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1006	38845	98	99	99	540	553	505	5	3	11	3	6	20	53	42	50	39	48	18
Male	60	1065	40383	100	98	98	535	549	504	7	3	14	13	9	19	38	39	47	42	48	19
African American	10	157	4171	100	99	98	NA	517	485	NA	10	20	NA	13	26	NA	48	44	NA	28	10
Hispanic	17	315	32673	94	97	99	506	531	487	24	5	18	12	11	25	35	50	46	29	34	10
Asian/Pacific Islander	13	177	2147	100	99	99	599	579	539	NA	3	5	NA	4	10	15	28	46	85	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	77	1375	36234	100	98	99	539	556	523	3	2	6	9	6	13	48	39	52	40	52	28
Students with Disabilities	18	231	10286	95	87	91	462	486	462	39	23	41	33	24	27	22	41	27	6	12	5
Students without Disabilities	101	1840	69020	100	100	100	551	559	510	NA	1	9	4	5	18	50	41	52	47	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	17	335	37437	100	96	97	515	515	486	18	10	19	6	16	26	47	51	46	29	23	9
Non-Economically Disadvantaged	102	1736	41869	99	98	100	541	558	521	4	2	7	9	6	14	45	39	51	42	53	27

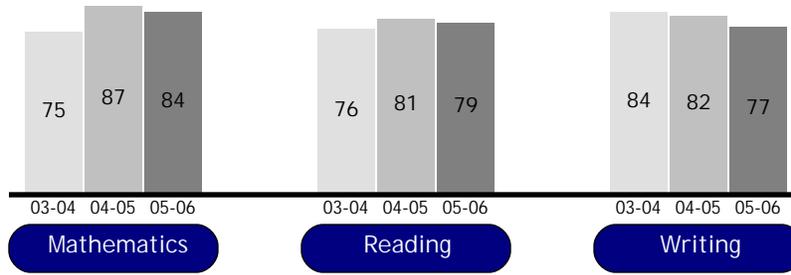
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	2042	79000	99	97	98	508	518	489	3	2	10	17	11	24	64	68	58	16	19	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	995	38774	98	97	99	520	522	494	2	1	7	7	8	22	71	70	61	20	20	10
Male	60	1047	40150	100	96	98	496	514	485	5	3	12	27	14	25	57	65	55	12	18	8
African American	10	155	4153	100	97	98	NA	491	476	NA	6	13	NA	26	30	NA	61	53	NA	6	4
Hispanic	17	312	32508	94	96	98	489	503	472	6	3	15	41	16	33	47	72	49	6	9	3
Asian/Pacific Islander	13	176	2142	100	98	99	547	530	510	NA	3	4	NA	8	14	46	61	67	54	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	77	1355	36135	100	97	98	510	524	508	3	1	4	13	8	14	71	68	67	13	22	15
Students with Disabilities	18	202	9991	95	76	88	446	473	449	22	13	33	56	39	36	22	41	29	NA	7	2
Students without Disabilities	101	1840	69009	100	100	100	519	523	495	NA	1	6	10	8	22	71	71	62	19	20	10
Limited English Proficient Students	NC	30	10199	NC	97	95	NC	467	439	NC	23	35	NC	23	47	NC	50	18	NC	3	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	17	324	37234	100	93	97	477	490	472	12	6	15	29	23	33	59	65	50	NA	6	3
Non-Economically Disadvantaged	102	1718	41766	99	97	99	513	524	505	2	1	5	15	9	16	65	68	65	19	22	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	2066	79611	100	98	99	526	525	496	3	2	7	21	24	37	76	72	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1008	39016	100	99	99	545	539	511	2	1	4	12	14	29	85	82	66	2	3	1
Male	60	1058	40519	100	97	98	506	513	482	3	2	10	30	33	44	67	64	46	NA	1	0
African American	10	154	4188	100	97	98	NA	511	486	NA	3	9	NA	37	40	NA	59	50	NA	1	0
Hispanic	18	318	32855	100	98	99	500	513	481	6	3	10	44	29	43	50	68	47	NA	1	0
Asian/Pacific Islander	13	176	2149	100	98	100	564	540	519	NA	2	4	NA	16	24	92	78	70	8	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	77	1372	36380	100	98	99	526	529	511	3	1	4	17	21	30	81	75	65	NA	2	1
Students with Disabilities	19	228	10664	100	85	94	448	472	440	16	9	23	74	57	54	11	33	22	NA	0	1
Students without Disabilities	101	1838	68947	100	100	100	540	532	504	NA	1	4	11	20	34	88	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	17	333	37626	100	96	98	511	502	479	6	5	10	29	38	45	65	56	45	NA	1	0
Non-Economically Disadvantaged	103	1733	41985	100	98	100	528	530	511	2	1	4	19	21	30	78	76	65	1	2	1

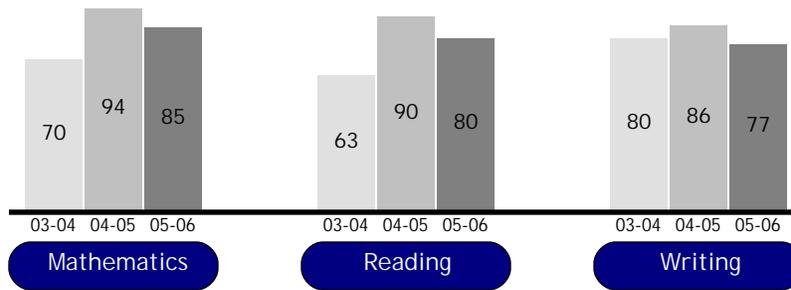
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	86	58	NA	58	99	55	60	47	100	72	65	46
	Language	95	44	60	50	99	47	58	47	100	63	65	48
	Mathematics	95	57	76	64	99	62	66	50	100	73	73	52
3	Reading	99	70	NA	55	99	57	59	44	98	61	68	46
	Language	100	68	72	61	99	53	57	44	99	56	63	46
	Mathematics	100	73	78	61	99	68	67	51	98	68	75	52
4	Reading	97	76	NA	56	99	55	63	48	99	70	68	52
	Language	96	67	66	52	99	57	63	49	99	68	70	52
	Mathematics	95	78	78	61	98	63	70	53	99	73	76	58
5	Reading	98	63	NA	55	98	66	65	50	99	65	75	56
	Language	100	58	65	49	98	66	65	50	100	70	73	54
	Mathematics	100	82	83	63	97	72	67	49	99	70	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)
- 3 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Goals
- Ü School/Community Communication
- Ü Parent/Educator Relations
- Ü School Safety
- Ü School Survey
- Ü Strategic Planning--School Goals

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	39.56
Other Professional Staff	2.50	Teacher Aide	11.69

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	3	0	0
4 to 6 years	1	4	0	0
7 to 9 years	3	1	0	0
10 or more years	11	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	40
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Highly Qualified Teachers	12%

Resources Available at School Site

Special Facilities

- Ü Multimedia Lab/Computer Lab
- Ü Classrooms Networked to Internet
- Ü Library/Media Center
- Ü Read Naturally Lab

Extracurricular Activities

- Ü Chess Club
- Ü Drama Club
- Ü Junior Achievement
- Ü Art Masterpiece
- Ü Before School Child Care Program
- Ü After School Child Care Program
- Ü After School Enrichment Clubs
- Ü Student Council

Social Services

- Ü Access to Dist. Family Resource Center
- Ü Health Services
- Ü School Psychologist
- Ü Recreational Activities
- Ü Counseling Services
- Ü Prevention Services
- Ü National Free/Reduced Lunch program
- Ü Character education programs

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Reading instruction focused on Phonemic Awareness, Phonics, Comprehension, Vocabulary and Fluency. Students participated in the Read Naturally Lab and a Summer Reading Program. Literacy night and a family book club were made available to families.
- ü Math computation and operation strategies were implemented. School increased proficient students during the last two years by 10%. School decreased novice students by 10%. "Math Facts in a Flash" computation program was implemented.

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	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

Our staff and students utilize a common language in dealing with discipline at our school. We focus on Lifeskills along with our Second Step program to educate our staff, students and parents in the area of acceptance and tolerance. The district handbook guides us in handling infractions in our system with appropriate consequences.

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) :

4

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	Christie Winkelmann	(480) 783-2300
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Jennifer Greutz	(480) 783-4029
School Nutrition Programs	Sam Zoubi	(480) 783-2396
Parent Organization	Ronnie Stifel	(480) 783-2300
Student Health/Nurse	Gennifer Guzman	(480) 783-2384

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.