

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1201 W Courtney Lane, Tempe, AZ 85284

Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Performing

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

School Overview

Principal/Administrator : Dr. Mark V. Knight
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-5
 Web Address : www.kyrene.org
 Phone Number : (480) 783-2000
 Fax Number : (480) 592-0761
 E-mail : mknigh@kyrene.org

Mission

To create an atmosphere that encourages and promotes engaged learning. Academics and special area skills are taught by staff dedicated to achieving district/state standards where students achieve in a safe environment that is characterized by the Character Traits of trustworthiness, responsibility, respect, fairness, caring and citizenship.

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 Students will continue to move out of the 'falls far below' and 'approaching' categories, and into the 'meets and exceeds' categories on AIMS reading.
- ü Students will continue to move out of the 'novice' and 'falls far below' categories, and into the 'meets and exceeds' categories on AIMS math.
- ü Students will continue to move out of the 'novice' and 'falls far below' categories, and into the 'meets and exceeds' categories on AIMS writing.
- ü Grade level performance will exceed 3 year baseline average across all grade levels on the MSS.

Enrollment

October 1, 2005 School Year Student Enrollment : 670
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 86

Instructional Programs

- Ü All-day Kindergarten
- Ü Academic Intervention
- Ü Special Education
- Ü Native American Support
- Ü Multi-age Classrooms
- Ü Looping
- Ü Technology Based Learning
- Ü Gifted Education

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

At Manitas, we strive to maintain a safe and orderly environment. Instruction is based on on-going formative assessments and learning time is structured so that students have blocks and uninterrupted time spent on meaningful tasks. Maximum learning for all students is a school goal. We value positive home/school relations, proactive communication and continued opportunities for parent involvement in the educational process.

Parents

We strongly believe that the education of children is a shared responsibility between teachers and parents. To build and maintain an effective school, parent support of mutual academic, disciplinary and homework efforts is essential. Communication between parents and school officials in a respectful manner is an expected part of that process.

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 President's Award for Emerging Leadership, from AAEA	2001
Ü Special Educator of the Year from CEC	2003
Ü Outstanding Faculty for the Native American Award	2004
Ü Regular Teacher of the Year, CEC	2003

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	120	1893	80010	100	98	99	468	481	447	7	3	10	12	8	18	48	47	53	33	41	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	934	38935	100	99	99	470	483	447	5	2	9	16	8	19	43	49	55	36	41	17
Male	64	959	40974	100	98	98	467	480	448	8	4	11	8	9	18	53	46	52	31	41	19
African American	12	150	4201	100	96	99	459	447	430	8	7	17	NA	17	23	75	59	51	17	17	9
Hispanic	21	296	34545	100	98	99	440	459	432	10	6	14	29	14	24	52	56	53	10	24	9
Asian/Pacific Islander	10	171	2068	100	98	99	NA	503	474	NA	1	4	NA	5	10	NA	36	50	NA	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	72	1214	35142	100	99	99	476	490	465	7	2	5	6	5	11	47	45	56	40	47	28
Students with Disabilities	18	252	10161	100	91	93	437	447	419	33	16	28	17	22	28	33	40	36	17	21	8
Students without Disabilities	102	1641	69849	100	100	100	473	486	451	2	1	7	11	6	17	51	49	56	36	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	32	397	39029	100	97	98	450	452	432	13	10	14	19	16	25	47	54	52	22	20	9
Non-Economically Disadvantaged	88	1496	40981	100	99	100	475	489	462	5	1	6	9	6	13	49	46	54	38	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	120	1871	79438	100	97	98	464	479	451	7	2	9	16	12	24	63	63	56	14	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	929	38775	100	98	99	472	484	457	5	2	7	13	9	22	66	65	58	16	25	13
Male	64	942	40560	100	96	97	457	474	446	8	3	12	19	16	25	61	61	54	13	20	9
African American	12	147	4178	100	94	98	462	454	439	17	5	13	8	27	29	67	58	52	8	10	6
Hispanic	21	292	34297	100	97	98	439	462	434	5	4	14	38	19	31	52	65	50	5	13	5
Asian/Pacific Islander	10	170	2063	100	97	99	NA	492	475	NA	1	3	NA	9	15	NA	61	63	NA	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	72	1203	34887	100	98	98	472	485	471	7	1	4	10	9	15	64	64	63	19	26	18
Students with Disabilities	18	231	9588	100	83	88	431	447	416	33	10	30	28	29	32	28	48	34	11	13	5
Students without Disabilities	102	1640	69850	100	100	100	469	483	456	2	1	7	14	10	23	70	65	59	15	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	32	385	38685	100	94	97	437	452	435	16	6	14	25	25	32	56	59	50	3	9	5
Non-Economically Disadvantaged	88	1486	40753	100	98	99	474	486	467	3	1	5	13	9	16	66	64	62	18	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	119	1898	79971	99	99	99	444	454	423	3	3	8	29	25	41	62	64	49	5	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	938	38974	100	99	99	459	469	437	5	2	5	14	17	33	71	70	57	9	12	4
Male	63	960	40895	98	98	98	431	440	410	2	4	10	43	33	47	54	58	41	2	5	2
African American	12	151	4203	100	96	99	413	429	411	17	8	11	33	32	45	50	56	43	NA	5	2
Hispanic	21	299	34481	100	99	99	422	440	410	NA	3	10	57	34	46	43	60	43	NA	3	1
Asian/Pacific Islander	10	173	2067	100	99	99	NA	475	449	NA	1	4	NA	16	28	NA	64	60	NA	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	71	1211	35150	99	99	99	452	459	437	3	2	5	24	22	35	65	67	56	8	9	5
Students with Disabilities	18	257	10258	100	92	94	408	412	377	17	11	23	44	44	51	33	42	25	6	3	1
Students without Disabilities	101	1641	69713	99	100	100	450	461	429	1	1	5	27	22	39	67	68	52	5	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	32	401	38994	100	98	98	407	430	409	9	6	10	47	36	47	44	54	41	NA	3	1
Non-Economically Disadvantaged	87	1497	40977	99	99	100	457	461	437	1	2	5	23	22	34	69	67	56	7	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	119	2050	80147	100	98	99	507	515	482	5	3	11	5	7	17	45	44	49	45	46	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	987	39281	100	99	99	517	516	483	4	2	9	4	7	17	35	44	50	57	47	24
Male	68	1063	40780	100	98	98	500	515	482	6	3	12	6	7	17	53	44	48	35	46	24
African American	10	191	4249	100	97	99	NA	483	464	NA	9	17	NA	16	22	NA	51	48	NA	24	13
Hispanic	24	339	33494	100	98	99	499	498	466	4	4	15	4	12	23	63	53	49	29	31	14
Asian/Pacific Islander	16	193	2103	100	99	99	549	542	515	NA	3	4	NA	2	8	19	31	44	81	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	64	1270	36122	98	99	99	508	522	501	5	1	5	5	5	10	44	41	50	47	52	35
Students with Disabilities	15	234	10295	100	89	92	439	474	443	27	14	33	27	22	26	47	44	33	NA	20	8
Students without Disabilities	104	1816	69852	100	100	100	517	520	488	2	1	7	2	5	16	45	44	51	51	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	100	97	97	494	484	465	7	9	15	4	13	23	52	57	49	37	22	13
Non-Economically Disadvantaged	92	1645	41776	100	99	100	511	523	498	4	1	6	5	6	11	43	41	49	47	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	117	2024	79686	98	97	98	493	494	470	5	3	11	8	12	24	73	72	57	15	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	980	39163	100	98	99	502	498	475	4	2	9	4	10	22	73	73	60	20	15	10
Male	66	1044	40438	97	97	97	486	490	465	6	4	13	11	13	25	73	71	54	11	12	7
African American	10	187	4228	100	95	98	NA	472	458	NA	8	15	NA	19	28	NA	69	53	NA	4	4
Hispanic	24	335	33299	100	97	98	481	479	452	8	4	17	4	19	32	83	70	47	4	7	3
Asian/Pacific Islander	16	191	2097	100	98	99	510	501	490	NA	3	5	NA	8	13	75	71	68	25	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	62	1254	35914	95	98	98	501	502	489	3	1	5	8	8	15	69	74	67	19	17	14
Students with Disabilities	15	211	9808	100	80	87	429	462	432	40	15	35	27	27	32	33	52	30	NA	6	3
Students without Disabilities	102	1813	69878	98	100	100	502	498	475	NA	1	8	5	10	23	78	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	27	393	38095	100	94	97	483	471	452	11	8	17	7	24	32	67	62	48	15	7	3
Non-Economically Disadvantaged	90	1631	41591	98	98	99	496	500	486	3	2	6	8	9	16	74	74	65	14	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	119	2042	80372	100	98	99	503	501	475	3	1	4	10	14	30	78	79	64	8	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	989	39452	100	99	99	531	513	488	NA	1	3	4	9	22	82	83	72	14	8	3
Male	68	1053	40836	100	98	98	482	489	464	6	2	6	15	19	37	75	76	56	4	3	1
African American	10	192	4264	100	97	99	NA	480	465	NA	4	5	NA	25	35	NA	70	59	NA	2	1
Hispanic	24	339	33608	100	98	99	494	487	462	NA	2	6	13	21	36	83	77	57	4	1	1
Asian/Pacific Islander	16	191	2098	100	98	99	530	517	500	NA	2	2	13	6	16	69	77	75	19	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	64	1260	36213	98	98	99	504	506	489	6	1	2	5	11	22	80	82	72	9	6	3
Students with Disabilities	15	230	10526	100	87	94	428	461	427	13	5	15	40	41	53	47	53	31	NA	2	1
Students without Disabilities	104	1812	69846	100	100	100	514	506	482	2	1	3	6	10	26	83	83	69	10	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	27	400	38521	100	96	98	501	480	461	NA	2	6	15	29	38	78	67	55	7	3	1
Non-Economically Disadvantaged	92	1642	41851	100	99	100	503	506	489	4	1	3	9	10	22	78	82	72	9	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	98	2071	79306	96	98	99	553	551	504	5	3	13	7	7	20	37	41	49	51	48	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1006	38845	98	99	99	554	553	505	7	3	11	7	6	20	33	42	50	53	48	18
Male	53	1065	40383	95	98	98	552	549	504	4	3	14	8	9	19	40	39	47	49	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	12	315	32673	100	97	99	555	531	487	NA	5	18	NA	11	25	50	50	46	50	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	65	1375	36234	94	98	99	555	556	523	5	2	6	9	6	13	34	39	52	52	52	28
Students with Disabilities	14	231	10286	78	87	91	496	486	462	29	23	41	21	24	27	36	41	27	14	12	5
Students without Disabilities	84	1840	69020	100	100	100	561	559	510	1	1	9	5	5	18	37	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	14	335	37437	100	96	97	531	515	486	7	10	19	14	16	26	43	51	46	36	23	9
Non-Economically Disadvantaged	84	1736	41869	95	98	100	557	558	521	5	2	7	6	6	14	36	39	51	54	53	27

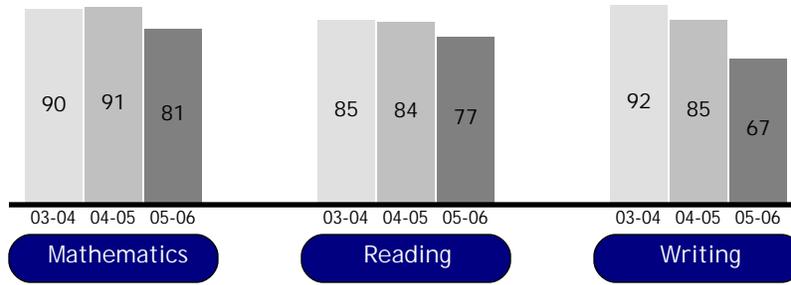
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2042	79000	95	97	98	508	518	489	3	2	10	15	11	24	74	68	58	7	19	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	995	38774	93	97	99	512	522	494	2	1	7	7	8	22	84	70	61	7	20	10
Male	54	1047	40150	96	96	98	504	514	485	4	3	12	22	14	25	67	65	55	7	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	12	312	32508	100	96	98	503	503	472	NA	3	15	8	16	33	92	72	49	NA	9	3
Asian/Pacific Islander	10	176	2142	100	98	99	NA	530	510	NA	3	4	NA	8	14	NA	61	67	NA	28	16
American Indian/Alaskan Native	NC	44	4016	NC	88	96	NC	494	467	NC	5	14	NC	23	37	NC	66	46	NC	7	2
White	65	1355	36135	94	97	98	512	524	508	5	1	4	15	8	14	69	68	67	11	22	15
Students with Disabilities	14	202	9991	78	76	88	477	473	449	14	13	33	29	39	36	57	41	29	NA	7	2
Students without Disabilities	83	1840	69009	99	100	100	512	523	495	1	1	6	13	8	22	77	71	62	8	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	93	93	97	499	490	472	NA	6	15	31	23	33	62	65	50	8	6	3
Non-Economically Disadvantaged	84	1718	41766	95	97	99	509	524	505	4	1	5	13	9	16	76	68	65	7	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	99	2066	79611	97	98	99	523	525	496	3	2	7	23	24	37	73	72	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1008	39016	98	99	99	532	539	511	4	1	4	9	14	29	84	82	66	2	3	1
Male	54	1058	40519	96	97	98	515	513	482	2	2	10	35	33	44	63	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	12	318	32855	100	98	99	529	513	481	NA	3	10	17	29	43	83	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	66	1372	36380	96	98	99	527	529	511	3	1	4	26	21	30	70	75	65	2	2	1
Students with Disabilities	15	228	10664	83	85	94	479	472	440	13	9	23	47	57	54	40	33	22	NA	0	1
Students without Disabilities	84	1838	68947	100	100	100	530	532	504	1	1	4	19	20	34	79	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	14	333	37626	100	96	98	502	502	479	7	5	10	21	38	45	71	56	45	NA	1	0
Non-Economically Disadvantaged	85	1733	41985	97	98	100	527	530	511	2	1	4	24	21	30	73	76	65	1	2	1

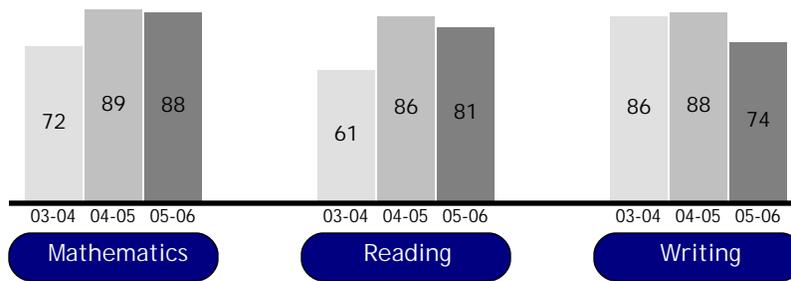
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	90	74	NA	58	98	55	60	47	98	59	65	46
	Language	94	66	60	50	98	51	58	47	98	58	65	48
	Mathematics	94	81	76	64	98	56	66	50	98	68	73	52
3	Reading	100	68	NA	55	100	60	59	44	98	61	68	46
	Language	100	74	72	61	100	59	57	44	98	58	63	46
	Mathematics	99	80	78	61	100	68	67	51	98	70	75	52
4	Reading	100	68	NA	56	98	58	63	48	100	65	68	52
	Language	100	64	66	52	98	57	63	49	100	72	70	52
	Mathematics	100	80	78	61	98	64	70	53	100	75	76	58
5	Reading	97	66	NA	55	100	58	65	50	94	67	75	56
	Language	97	61	65	49	100	61	65	50	95	63	73	54
	Mathematics	95	78	83	63	100	66	67	49	94	76	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)
- 6 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü Parent/Educator Relations
- Ü Academic Achievement
- Ü Student Safety
- Ü Character Education
- Ü District Initiative

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	39.94
Other Professional Staff	2.50	Teacher Aide	14.70

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	5	2	1	0
7 to 9 years	8	4	0	1
10 or more years	10	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Covered Playgrounds
- Ü 2 Computer Labs
- Ü Multi Media Center / Library
- Ü Multi Purpose Room

Extracurricular Activities

- Ü Student Council
- Ü Learning Fairs
- Ü Music and Choir Performances
- Ü Math Tutoring
- Ü Chess Club
- Ü Adult Community Enrichment Classes
- Ü Before and After School Child Care
- Ü Intramural Sports

Social Services

- Ü Before/After School Program
- Ü Early Childhood/Programs
- Ü Crisis Intervention
- Ü Life Skills Classes
- Ü Health Services
- Ü DES Services for Child Care
- Ü Character Education Programs
- Ü Prevention Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü On 2005 AIMS writing:
Grade 3, 86% 'Met or Exceeded'; 3% of students 'Fell Far Below' state standards;
Grade 4, 82% 'Met or Exceeded'; 2% 'Fell Far Below'state standards;
Grade 5, 84% 'Met or Exceeded'; 2% 'Fell Far Below'state standards.
- ü On 2005 AIMS reading:
Grade 3, 84% 'Met or Exceeded'; 3% 'Fell Far Below' state standards;
Grade 4, 80% 'Met or Exceeded'; 7% 'Fell Far Below'state standards;
Grade 5, 81% 'Met or Exceeded'; 3% 'Fell Far Below'state standards.
- ü On 2005 AIMS math:
Grade 3, 89% 'Met or Exceeded'; 4% of students 'Fell Far Below' state standards;
Grade 4, 88% 'Met or Exceeded'; 7% 'Fell Far Below'state standards;
Grade 5, 83% 'Met or Exceeded'; 7% 'Fell Far Below'state standards.
- ü On 2005 MSS at Grades 3-5 student performance exceeded the 2002-2004 baseline average. Grades 1 & 2 fell short of the 3 year baseline average.

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	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

Learning time is conducted in an emotionally and physically safe learning environment. An Emergency and Safety Team oversees evacuation drills, lockdown drills, reverse evacuation drills, medical emergency drills, dismissal drills and other emergency drills throughout the school year. Counseling and support groups are offered to children through our Safe Schools/Healthy Students grant.

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	Rebeckah Winans	(480) 783-2000
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Jennifer Grentz	(480) 783-4029
School Nutrition Programs	Ginger Wilson	(480) 783-2095
Parent Organization	Paul Denham	(480) 783-2004
Student Health/Nurse	Donna Payne	(480) 783-2084

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.