

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2620 E. Liberty Lane, Phoenix, AZ 85048

Kyrene Elementary District

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

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Ms. Sharon Wilcox  
 Schedule : 07:15 AM to 03:45 PM  
 Grades : Pre-K-5  
 Web Address : www.kyrene.org  
 Phone Number : (480) 783-1800  
 Fax Number : (480) 759-5776  
 E-mail : swilco@kyrene.org

### Mission

Kyrene School District seeks to inspire and engage our diverse community of students, staff, families and citizens to ensure continuous academic achievement and personal growth for every student.  
 Kyrene De La Estrella is a child-centered community committed to providing high standards for achievement within a nurturing environment. Students, parents, and staff form partnerships that foster accountability and responsibility to become lifelong learners.

### 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 Student Achievement: To increase the percentage of proficient students in the areas of reading, math, and written expression by challenging and supporting each student through high quality teaching, learning, and community involvement.
- ü Safe Schools: Through the use of our Lifeskills program, our consistent classroom management, and the resources provided to us through the Safe Schools Grant all students, staff, and parents will experience a positive and safe learning climate.

### Enrollment

October 1, 2005 School Year Student Enrollment : 629  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 78

Instructional Programs

- Ü K-3 Instructional Assistance
- Ü Art, Music, PE
- Ü Special Education
- Ü Preschool
- Ü All Day Kindergarten
- Ü Gifted Education
- Ü Academic Interventionist
- 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

To ensure a safe learning environment; to set high academic standards; to teach and practice Life Skills; to hold high expectations for student behavior; to form a partnership with parents by maintaining regular home/school communication.

Parents

To form partnerships with our school staff to help students learn academically at school and home; to communicate on a regular basis; to ensure student attendance; to support homework; and to become involved in goal setting and school improvement.

Transportation Policy

The Kyrene District provides bus transportation for elementary 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 Golden Apple Award	2002
Ü Poetry winners at the district level	2005
Ü Teacher nominee for Disney Exceptional Educator Award	2006
Ü Sun Shade Poster Award for Arizona - student	2006

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	105	1893	80010	96	98	99	492	481	447	1	3	10	4	8	18	49	47	53	47	41	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	934	38935	96	99	99	489	483	447	2	2	9	7	8	19	50	49	55	41	41	17
Male	61	959	40974	97	98	98	494	480	448	NA	4	11	2	9	18	48	46	52	51	41	19
African American	NC	150	4201	NC	96	99	NC	447	430	NC	7	17	NC	17	23	NC	59	51	NC	17	9
Hispanic	NC	296	34545	NC	98	99	NC	459	432	NC	6	14	NC	14	24	NC	56	53	NC	24	9
Asian/Pacific Islander	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	88	1214	35142	99	99	99	493	490	465	1	2	5	3	5	11	50	45	56	45	47	28
Students with Disabilities	15	252	10161	88	91	93	462	447	419	7	16	28	7	22	28	73	40	36	13	21	8
Students without Disabilities	90	1641	69849	98	100	100	496	486	451	NA	1	7	3	6	17	44	49	56	52	44	19
Limited English Proficient Students	--	53	14013	--	91	97	--	430	413	--	13	24	--	28	34	--	49	39	--	9	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	13	397	39029	100	97	98	497	452	432	8	10	14	NA	16	25	54	54	52	38	20	9
Non-Economically Disadvantaged	92	1496	40981	96	99	100	491	489	462	NA	1	6	4	6	13	48	46	54	48	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	105	1871	79438	96	97	98	482	479	451	1	2	9	10	12	24	71	63	56	18	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	929	38775	96	98	99	482	484	457	2	2	7	5	9	22	75	65	58	18	25	13
Male	61	942	40560	97	96	97	482	474	446	NA	3	12	13	16	25	69	61	54	18	20	9
African American	NC	147	4178	NC	94	98	NC	454	439	NC	5	13	NC	27	29	NC	58	52	NC	10	6
Hispanic	NC	292	34297	NC	97	98	NC	462	434	NC	4	14	NC	19	31	NC	65	50	NC	13	5
Asian/Pacific Islander	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	88	1203	34887	99	98	98	482	485	471	1	1	4	10	9	15	69	64	63	19	26	18
Students with Disabilities	15	231	9588	88	83	88	446	447	416	NA	10	30	27	29	32	67	48	34	7	13	5
Students without Disabilities	90	1640	69850	98	100	100	487	483	456	1	1	7	7	10	23	72	65	59	20	24	12
Limited English Proficient Students	--	50	13856	--	86	96	--	421	407	--	14	27	--	46	43	--	40	29	--	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	13	385	38685	100	94	97	477	452	435	NA	6	14	8	25	32	85	59	50	8	9	5
Non-Economically Disadvantaged	92	1486	40753	96	98	99	482	486	467	1	1	5	10	9	16	70	64	62	20	26	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	1898	79971	96	99	99	449	454	423	3	3	8	25	25	41	67	64	49	6	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	938	38974	98	99	99	469	469	437	2	2	5	13	17	33	78	70	57	7	12	4
Male	60	960	40895	95	98	98	435	440	410	3	4	10	33	33	47	58	58	41	5	5	2
African American	NC	151	4203	NC	96	99	NC	429	411	NC	8	11	NC	32	45	NC	56	43	NC	5	2
Hispanic	NC	299	34481	NC	99	99	NC	440	410	NC	3	10	NC	34	46	NC	60	43	NC	3	1
Asian/Pacific Islander	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	87	1211	35150	98	99	99	446	459	437	3	2	5	29	22	35	62	67	56	6	9	5
Students with Disabilities	15	257	10258	88	92	94	439	412	377	13	11	23	7	44	51	80	42	25	NA	3	1
Students without Disabilities	90	1641	69713	98	100	100	451	461	429	1	1	5	28	22	39	64	68	52	7	9	3
Limited English Proficient Students	--	56	13985	--	97	97	--	399	382	--	11	18	--	48	54	--	41	27	--	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	13	401	38994	100	98	98	463	430	409	15	6	10	15	36	47	54	54	41	15	3	1
Non-Economically Disadvantaged	92	1497	40977	96	99	100	448	461	437	1	2	5	26	22	34	68	67	56	4	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	103	2050	80147	100	98	99	535	515	482	NA	3	11	1	7	17	42	44	49	57	46	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	987	39281	100	99	99	526	516	483	NA	2	9	NA	7	17	43	44	50	57	47	24
Male	50	1063	40780	100	98	98	545	515	482	NA	3	12	2	7	17	40	44	48	58	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	NC	339	33494	NC	98	99	NC	498	466	NC	4	15	NC	12	23	NC	53	49	NC	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	--	57	4117	--	93	96	--	479	456	--	7	19	--	12	27	--	61	46	--	19	8
White	78	1270	36122	100	99	99	539	522	501	NA	1	5	NA	5	10	38	41	50	62	52	35
Students with Disabilities	13	234	10295	100	89	92	511	474	443	NA	14	33	8	22	26	62	44	33	31	20	8
Students without Disabilities	90	1816	69852	100	100	100	538	520	488	NA	1	7	NA	5	16	39	44	51	61	50	26
Limited English Proficient Students	--	48	12722	--	98	97	--	478	441	--	10	27	--	19	33	--	54	37	--	17	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	405	38371	NC	97	97	NC	484	465	NC	9	15	NC	13	23	NC	57	49	NC	22	13
Non-Economically Disadvantaged	96	1645	41776	100	99	100	536	523	498	NA	1	6	1	6	11	41	41	49	58	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	103	2024	79686	100	97	98	502	494	470	NA	3	11	6	12	24	82	72	57	13	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	980	39163	100	98	99	503	498	475	NA	2	9	4	10	22	83	73	60	13	15	10
Male	50	1044	40438	100	97	97	500	490	465	NA	4	13	8	13	25	80	71	54	12	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	NC	335	33299	NC	97	98	NC	479	452	NC	4	17	NC	19	32	NC	70	47	NC	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	--	57	4087	--	93	96	--	467	446	--	9	16	--	32	38	--	56	44	--	4	2
White	78	1254	35914	100	98	98	504	502	489	NA	1	5	6	8	15	81	74	67	13	17	14
Students with Disabilities	13	211	9808	100	80	87	489	462	432	NA	15	35	15	27	32	85	52	30	NA	6	3
Students without Disabilities	90	1813	69878	100	100	100	503	498	475	NA	1	8	4	10	23	81	74	61	14	15	9
Limited English Proficient Students	--	42	12594	--	86	96	--	446	422	--	17	34	--	33	45	--	50	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	393	38095	NC	94	97	NC	471	452	NC	8	17	NC	24	32	NC	62	48	NC	7	3
Non-Economically Disadvantaged	96	1631	41591	100	98	99	502	500	486	NA	2	6	5	9	16	83	74	65	11	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	102	2042	80372	99	98	99	513	501	475	NA	1	4	8	14	30	85	79	64	7	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	989	39452	98	99	99	518	513	488	NA	1	3	6	9	22	88	83	72	6	8	3
Male	50	1053	40836	100	98	98	508	489	464	NA	2	6	10	19	37	82	76	56	8	3	1
African American	NC	192	4264	NC	97	99	NC	480	465	NC	4	5	NC	25	35	NC	70	59	NC	2	1
Hispanic	NC	339	33608	NC	98	99	NC	487	462	NC	2	6	NC	21	36	NC	77	57	NC	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	--	60	4128	--	98	97	--	483	464	--	NA	4	--	27	39	--	72	56	--	2	1
White	78	1260	36213	100	98	99	516	506	489	NA	1	2	5	11	22	87	82	72	8	6	3
Students with Disabilities	12	230	10526	92	87	94	484	461	427	NA	5	15	8	41	53	92	53	31	NA	2	1
Students without Disabilities	90	1812	69846	100	100	100	516	506	482	NA	1	3	8	10	26	84	83	69	8	6	2
Limited English Proficient Students	--	45	12747	--	92	97	--	450	432	--	9	12	--	31	52	--	58	36	--	2	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	400	38521	NC	96	98	NC	480	461	NC	2	6	NC	29	38	NC	67	55	NC	3	1
Non-Economically Disadvantaged	95	1642	41851	99	99	100	514	506	489	NA	1	3	6	10	22	86	82	72	7	6	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	2071	79306	98	98	99	574	551	504	2	3	13	2	7	20	30	41	49	66	48	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1006	38845	100	99	99	576	553	505	NA	3	11	NA	6	20	33	42	50	67	48	18
Male	70	1065	40383	97	98	98	573	549	504	3	3	14	4	9	19	27	39	47	66	48	19
African American	13	157	4171	100	99	98	549	517	485	NA	10	20	15	13	26	31	48	44	54	28	10
Hispanic	NC	315	32673	NC	97	99	NC	531	487	NC	5	18	NC	11	25	NC	50	46	NC	34	10
Asian/Pacific Islander	14	177	2147	100	99	99	575	579	539	7	3	5	NA	4	10	21	28	46	71	65	40
American Indian/Alaskan Native	--	47	4034	--	94	97	--	523	479	--	11	22	--	11	29	--	49	43	--	30	7
White	93	1375	36234	98	98	99	580	556	523	1	2	6	1	6	13	29	39	52	69	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	119	1840	69020	100	100	100	578	559	510	1	1	9	1	5	18	29	41	52	69	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	10	335	37437	100	96	97	NA	515	486	NA	10	19	NA	16	26	NA	51	46	NA	23	9
Non-Economically Disadvantaged	118	1736	41869	98	98	100	576	558	521	2	2	7	1	6	14	28	39	51	69	53	27

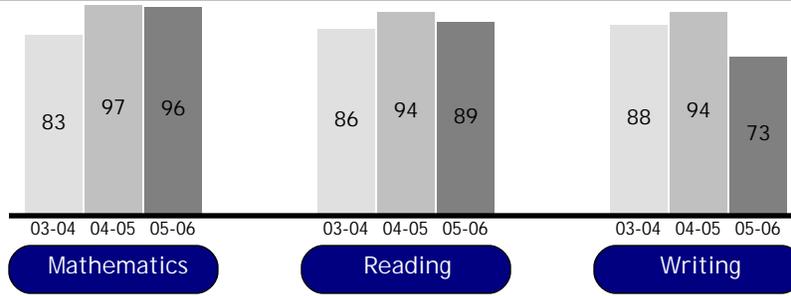
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	2042	79000	98	97	98	525	518	489	2	2	10	5	11	24	69	68	58	24	19	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	995	38774	100	97	99	533	522	494	NA	1	7	2	8	22	71	70	61	28	20	10
Male	70	1047	40150	97	96	98	519	514	485	3	3	12	9	14	25	67	65	55	21	18	8
African American	13	155	4153	100	97	98	498	491	476	8	6	13	15	26	30	69	61	53	8	6	4
Hispanic	NC	312	32508	NC	96	98	NC	503	472	NC	3	15	NC	16	33	NC	72	49	NC	9	3
Asian/Pacific Islander	14	176	2142	100	98	99	533	530	510	7	3	4	NA	8	14	50	61	67	43	28	16
American Indian/Alaskan Native	--	44	4016	--	88	96	--	494	467	--	5	14	--	23	37	--	66	46	--	7	2
White	93	1355	36135	98	97	98	529	524	508	NA	1	4	5	8	14	70	68	67	25	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	119	1840	69009	100	100	100	528	523	495	NA	1	6	5	8	22	70	71	62	25	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	10	324	37234	100	93	97	NA	490	472	NA	6	15	NA	23	33	NA	65	50	NA	6	3
Non-Economically Disadvantaged	118	1718	41766	98	97	99	529	524	505	1	1	5	4	9	16	69	68	65	26	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	128	2066	79611	98	98	99	543	525	496	NA	2	7	14	24	37	83	72	56	3	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1008	39016	100	99	99	559	539	511	NA	1	4	7	14	29	88	82	66	5	3	1
Male	70	1058	40519	97	97	98	529	513	482	NA	2	10	20	33	44	79	64	46	1	1	0
African American	13	154	4188	100	97	98	529	511	486	NA	3	9	23	37	40	77	59	50	NA	1	0
Hispanic	NC	318	32855	NC	98	99	NC	513	481	NC	3	10	NC	29	43	NC	68	47	NC	1	0
Asian/Pacific Islander	13	176	2149	93	98	100	543	540	519	NA	2	4	15	16	24	77	78	70	8	5	2
American Indian/Alaskan Native	--	46	3992	--	92	96	--	496	478	--	7	10	--	41	46	--	50	44	--	2	0
White	94	1372	36380	99	98	99	546	529	511	NA	1	4	12	21	30	85	75	65	3	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	119	1838	68947	100	100	100	545	532	504	NA	1	4	11	20	34	86	77	61	3	2	1
Limited English Proficient Students	NC	30	10362	NC	97	97	NC	463	438	NC	17	22	NC	43	57	NC	40	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	10	333	37626	100	96	98	NA	502	479	NA	5	10	NA	38	45	NA	56	45	NA	1	0
Non-Economically Disadvantaged	118	1733	41985	98	98	100	546	530	511	NA	1	4	12	21	30	85	76	65	3	2	1

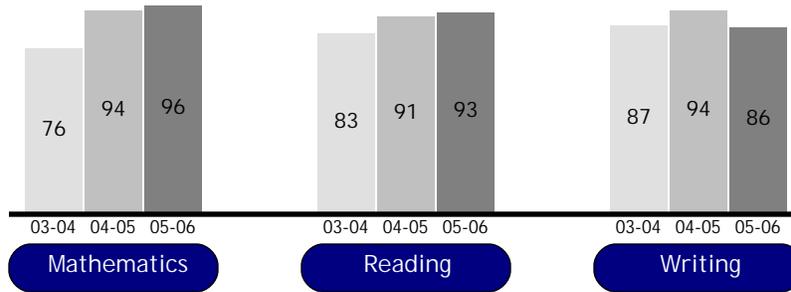
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	73	NA	58	100	66	60	47	99	67	65	46
	Language	98	68	60	50	100	62	58	47	99	68	65	48
	Mathematics	98	87	76	64	100	76	66	50	99	83	73	52
3	Reading	98	77	NA	55	99	66	59	44	94	68	68	46
	Language	100	79	72	61	99	64	57	44	94	68	63	46
	Mathematics	99	84	78	61	99	76	67	51	94	76	75	52
4	Reading	91	75	NA	56	98	70	63	48	98	73	68	52
	Language	92	69	66	52	98	71	63	49	97	78	70	52
	Mathematics	93	80	78	61	98	76	70	53	98	84	76	58
5	Reading	95	77	NA	55	98	67	65	50	97	79	75	56
	Language	95	74	65	49	98	69	65	50	97	76	73	54
	Mathematics	95	89	83	63	98	72	67	49	97	84	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/](http://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)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Formation of School Improvement Plan
- Ü Parent Satisfaction Survey
- Ü Suggestions and Advice on School Topics
- Ü Tax Credit Approval

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	36.30
Other Professional Staff	2.75	Teacher Aide	9.50

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certification.	9
Percent of teachers in the school with Emergency/Provisional Certification	19%
Percent of core classes not taught by Highly Qualified Teachers	30%

Resources Available at School Site

Special Facilities

- Ü Two State of the Art Computer Labs
- Ü Two Music Rooms
- Ü Multimedia Center/Library
- Ü Covered Playgrounds

Extracurricular Activities

- Ü After School Child Care Program
- Ü After School Enrichment Clubs
- Ü Student Council

Social Services

- Ü After School Child Care
- Ü Health Services
- Ü Safe Schools Grant
- Ü District Family Resource Center Access
- 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 AIMS and Stanford 9 scores for all grades have consistently been well above Arizona state norms.

ü Estrella has received the top 'Excelling' label from the Arizona Department of Education for the past three years.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	96	89	88	73
Graduation Rate <sup>6</sup>	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 primary goal with school discipline is to teach and facilitate cooperation, mutual respect, conflict resolution and appropriate social behaviors. Life skills are taught and reinforced throughout all settings at our school. A Safe Schools coordinator is on campus one day a week to ensure student and staff safety. Student support groups are available through the Safe Schools grant. Estrella school has a Health and Safety Committee which meets throughout the year.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1
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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	Sharon Wilcox	(480) 783-1800
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Jennifer Greutz	(480) 783-4029
School Nutrition Programs	Wendy McNeill	(480) 783-1886
Parent Organization	Jeff Gutierrez, Linda Matsushita, Laura Ramos	(480) 783-1800
Student Health/Nurse	Michele Littau	(480) 783-1884

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](http://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.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://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](http://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.