

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2720 East 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 LEARNS¹

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 : Mrs. Kelly Alexander
 Schedule : 08:15 AM to 04:45 PM
 Grades : 6-8
 Web Address : www.kyrene.org
 Phone Number : (480) 783-1600
 Fax Number : (480) 759-7688
 E-mail : kalexa@kyrene.org

Mission

District Mission Statement:
 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.

School Mission Statement:
 We promote academic excellence by providing a quality environment which fosters relevant, lifelong learning for our community.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not 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 AMS students will increase student proficiency levels in mathematics.
- ü AMS students will increase student proficiency levels in language arts.
- ü AMS students will increase student proficiency levels in reading.

Enrollment

October 1, 2005 School Year Student Enrollment : 1156
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 179

Instructional Programs

- Advanced Placement Education
- Special Education
- Band, Chorus, Orchestra
- Exploratory Classes
- English Language Learner
- Technology Based Learning
- Prevention Programs
- Native American Support

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We are dedicated to meeting the individual needs of children and recognize parents as partners. Staff creates a supportive and challenging learning environment. Communication with parents occurs on a regular basis.

Parents

Learning is a partnership between parents, students and school staff. Parents are encouraged to communicate frequently with their child's teacher; support learning by helping with homework; monitor the progress of their child; visit the school and volunteer.

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
• Arizona Department of Education Excelling School	2005
• Presidential Academic Awards	2005
• National Certified Teachers	2005
• Silver Apple Award Recipient	2005

6th 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	366	2109	79327	94	97	98	559	557	518	4	6	19	9	11	20	50	44	46	37	38	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	190	1061	38961	94	97	98	560	560	520	2	5	16	7	11	20	56	45	48	35	39	16
Male	176	1047	40295	94	97	97	557	554	516	5	8	21	11	12	19	43	43	44	40	37	16
African American	27	178	4247	84	94	98	528	519	499	11	17	27	19	21	24	52	45	41	19	17	8
Hispanic	52	303	32327	93	95	98	549	536	499	NA	8	27	12	17	25	62	51	41	27	23	8
Asian/Pacific Islander	33	161	1939	97	98	99	587	594	556	NA	2	6	3	4	10	33	32	47	64	62	36
American Indian/Alaskan Native	12	56	4391	92	95	96	530	510	489	17	18	32	17	30	27	33	41	36	33	11	4
White	242	1411	36373	95	98	98	562	564	538	3	5	10	8	9	14	50	44	52	38	42	25
Students with Disabilities	26	189	9321	59	79	87	497	484	467	27	38	54	31	30	22	31	25	21	12	7	3
Students without Disabilities	340	1920	70006	99	100	100	563	564	524	2	3	14	8	9	19	51	46	49	39	41	18
Limited English Proficient Students	NC	17	9431	NC	85	95	NC	500	466	NC	29	53	NC	29	27	NC	29	18	NC	12	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	62	375	37097	91	94	97	524	517	498	13	16	27	23	25	25	40	41	41	24	17	7
Non-Economically Disadvantaged	304	1734	42230	95	98	99	566	565	535	2	4	11	7	8	15	52	45	50	40	42	24

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	362	2118	79501	93	98	98	525	524	497	1	3	10	10	13	25	78	74	60	10	11	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	189	1067	39062	94	98	99	529	529	502	1	1	8	7	11	23	80	75	64	12	13	5
Male	173	1050	40368	93	97	98	521	518	491	2	4	13	13	15	27	76	73	57	9	9	3
African American	28	184	4279	88	97	99	501	501	485	7	6	14	18	26	30	71	66	54	4	3	2
Hispanic	53	311	32389	95	97	98	521	508	478	NA	5	16	4	19	34	87	70	48	9	6	1
Asian/Pacific Islander	32	160	1936	94	98	99	540	540	519	NA	1	3	3	6	14	84	75	73	13	19	9
American Indian/Alaskan Native	11	55	4401	85	93	96	510	486	473	NA	4	17	55	42	40	27	49	43	18	5	1
White	238	1408	36446	94	98	99	527	530	516	1	2	4	9	10	15	79	76	73	11	12	7
Students with Disabilities	21	196	9411	48	82	88	482	472	453	10	15	36	38	42	36	52	42	26	NA	1	1
Students without Disabilities	341	1922	70090	99	100	100	527	529	502	1	1	7	8	10	24	80	77	65	11	12	5
Limited English Proficient Students	--	18	9401	--	90	94	--	453	443	--	28	40	--	50	46	--	22	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	61	382	37183	90	96	97	504	495	479	7	8	16	21	29	34	66	59	49	7	4	1
Non-Economically Disadvantaged	301	1736	42318	94	98	99	529	530	513	0	1	5	8	9	17	81	77	70	11	12	7

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	364	2121	80000	94	98	99	591	587	564	1	1	3	3	4	11	76	76	75	21	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	191	1070	39288	95	98	99	603	601	579	1	1	2	1	1	6	71	73	77	28	25	16
Male	173	1050	40644	93	97	98	578	572	549	1	1	4	6	8	15	81	80	74	13	12	7
African American	28	182	4307	88	96	99	561	571	551	NA	2	4	11	7	13	86	83	75	4	8	7
Hispanic	53	311	32672	95	97	99	588	576	548	NA	1	4	2	7	14	89	81	76	9	12	6
Asian/Pacific Islander	32	160	1945	94	98	99	615	612	592	NA	1	1	NA	2	4	59	61	69	41	37	25
American Indian/Alaskan Native	12	57	4424	92	97	97	529	549	549	8	5	3	8	12	14	83	79	77	NA	4	5
White	239	1411	36602	94	98	99	595	589	579	0	1	2	3	3	7	73	76	75	24	20	16
Students with Disabilities	22	198	9919	50	83	93	533	526	505	5	5	9	23	25	35	64	68	54	9	2	2
Students without Disabilities	342	1923	70081	99	100	100	595	592	571	0	1	2	2	2	7	76	77	79	22	20	12
Limited English Proficient Students	--	18	9571	--	90	96	--	492	502	--	11	10	--	28	29	--	61	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	61	383	37534	90	96	98	564	558	547	2	3	4	8	9	15	87	83	76	3	5	5
Non-Economically Disadvantaged	303	1738	42466	94	98	100	596	593	578	0	0	2	2	3	7	73	75	75	24	21	16

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

7th 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	362	2223	78546	98	98	97	574	585	543	3	3	15	7	6	18	60	53	52	29	38	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	171	1077	38645	99	98	98	575	584	545	4	3	13	7	6	18	60	55	54	29	36	15
Male	191	1146	39792	97	98	97	573	586	542	3	4	17	8	6	17	60	51	50	29	39	15
African American	32	172	4205	91	96	97	545	551	524	13	9	22	13	13	22	63	63	49	13	15	7
Hispanic	44	325	31177	100	96	97	568	564	524	NA	5	22	9	11	23	64	63	48	27	22	7
Asian/Pacific Islander	27	171	1940	100	99	99	600	620	580	NA	1	5	4	2	9	44	35	53	52	63	33
American Indian/Alaskan Native	NC	59	4689	NC	98	95	NC	555	515	NC	5	28	NC	15	25	NC	61	43	NC	19	4
White	252	1496	36450	99	99	97	576	591	563	3	2	7	7	4	12	60	52	57	30	41	23
Students with Disabilities	26	168	8093	90	81	82	503	520	489	27	25	50	42	26	24	27	41	23	4	8	2
Students without Disabilities	336	2055	70453	99	100	100	580	590	549	1	1	11	5	4	17	63	54	56	31	40	16
Limited English Proficient Students	NC	36	9323	NC	97	94	NC	538	491	NC	19	47	NC	25	28	NC	44	24	NC	11	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	43	346	34694	98	94	96	551	553	524	5	7	23	16	14	23	65	63	48	14	16	7
Non-Economically Disadvantaged	319	1877	43852	98	99	99	577	591	559	3	2	10	6	5	13	60	51	56	31	42	22

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	364	2230	79045	99	98	98	537	544	512	4	2	10	13	11	25	69	69	58	14	18	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	171	1084	38860	99	99	98	547	549	519	1	1	7	10	9	22	70	70	62	19	20	8
Male	193	1146	40075	98	98	97	528	540	505	6	3	12	17	13	28	67	68	54	10	16	6
African American	34	174	4250	97	97	98	519	517	500	9	7	12	18	20	31	68	68	54	6	4	3
Hispanic	44	326	31314	100	96	98	531	528	493	NA	2	16	20	21	34	73	67	48	7	10	2
Asian/Pacific Islander	27	171	1949	100	99	99	537	562	536	11	2	4	19	8	15	48	58	66	22	32	15
American Indian/Alaskan Native	NC	59	4719	NC	98	96	NC	523	489	NC	NA	15	NC	20	39	NC	69	45	NC	10	2
White	252	1500	36730	99	99	98	541	550	532	3	1	4	12	8	16	70	71	68	15	20	12
Students with Disabilities	28	174	8552	97	84	87	476	486	463	32	18	35	36	37	40	29	41	23	4	4	1
Students without Disabilities	336	2056	70493	99	100	100	542	549	517	1	1	7	12	9	24	72	71	62	15	19	8
Limited English Proficient Students	NC	36	9355	NC	97	95	NC	471	456	NC	22	37	NC	53	48	NC	25	15	NC	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	43	349	34922	98	95	96	516	520	493	5	5	15	23	21	34	72	68	48	NA	6	3
Non-Economically Disadvantaged	321	1881	44123	99	99	99	540	549	527	4	2	6	12	9	18	68	69	66	16	20	11

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	366	2240	79657	99	99	99	589	590	566	1	0	3	3	3	8	92	95	87	4	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	172	1087	39120	100	99	99	601	597	580	1	0	2	1	1	4	93	96	92	6	3	2
Male	194	1153	40423	99	98	98	578	583	553	2	1	5	5	4	12	91	94	83	3	2	1
African American	35	176	4290	100	98	99	570	574	560	3	2	4	6	5	9	89	92	86	3	1	1
Hispanic	44	336	31642	100	99	99	590	585	552	NA	0	5	NA	4	11	98	94	84	2	2	0
Asian/Pacific Islander	27	171	1948	100	99	99	592	605	589	4	1	1	7	2	3	78	90	91	11	7	4
American Indian/Alaskan Native	NC	60	4760	NC	100	97	NC	577	547	NC	NA	5	NC	8	14	NC	90	81	NC	2	0
White	253	1497	36929	99	99	99	591	592	579	1	0	2	3	2	5	92	96	91	4	2	2
Students with Disabilities	28	183	9069	97	88	92	522	540	508	11	3	11	14	15	30	75	80	58	NA	2	1
Students without Disabilities	338	2057	70588	100	100	100	594	594	573	0	0	2	2	1	5	93	96	91	4	2	1
Limited English Proficient Students	NC	37	9521	NC	100	96	NC	522	507	NC	5	13	NC	27	24	NC	68	63	NC	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	43	358	35341	98	97	97	564	573	551	2	1	5	5	7	12	93	92	83	NA	1	0
Non-Economically Disadvantaged	323	1882	44316	100	99	100	592	593	578	1	0	2	3	2	5	92	95	90	5	3	2

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

8th 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	395	2312	78400	96	97	97	597	591	554	5	7	21	8	11	19	57	53	47	30	29	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	206	1129	38686	99	98	98	597	591	554	4	6	20	9	11	20	57	54	49	30	29	12
Male	189	1183	39636	94	96	96	597	591	554	5	8	23	8	11	18	58	52	46	30	29	13
African American	33	175	4193	94	97	97	569	554	533	15	18	32	9	18	23	61	55	40	15	9	5
Hispanic	55	338	30732	96	95	97	571	566	534	7	12	31	15	18	24	60	55	40	18	15	5
Asian/Pacific Islander	27	155	1827	96	97	99	638	629	594	4	3	8	NA	6	12	30	35	49	67	55	31
American Indian/Alaskan Native	NC	53	4536	NC	88	95	NC	553	528	NC	17	35	NC	23	25	NC	51	37	NC	9	4
White	272	1591	37038	97	97	97	602	598	575	3	5	11	7	9	14	59	54	56	31	32	19
Students with Disabilities	NC	147	7840	NC	67	81	NC	512	498	NC	47	60	NC	23	18	NC	28	20	NC	2	2
Students without Disabilities	388	2165	70560	99	100	99	598	596	560	4	4	17	8	10	19	57	55	50	30	30	14
Limited English Proficient Students	NC	28	8956	NC	97	95	NC	537	502	NC	32	56	NC	18	25	NC	43	18	NC	7	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	40	333	33014	93	93	95	557	552	534	15	18	31	20	22	24	55	50	40	10	10	5
Non-Economically Disadvantaged	355	1979	45386	97	97	99	601	597	569	3	5	15	7	9	15	57	54	52	32	32	18

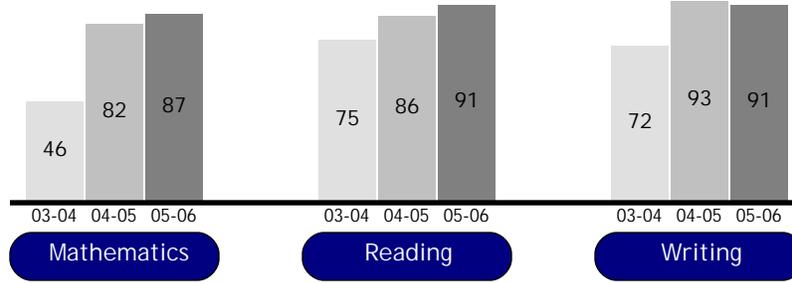
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	401	2351	79179	98	98	98	556	550	519	3	3	11	7	13	27	77	72	58	14	12	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	209	1144	38974	100	99	99	559	555	524	2	2	8	5	11	25	78	74	61	14	13	5
Male	192	1207	40124	95	98	97	552	545	513	4	5	13	8	15	28	75	69	54	13	11	4
African American	34	180	4243	97	99	98	540	525	506	3	7	14	15	22	32	76	64	51	6	6	3
Hispanic	55	349	30987	96	99	98	542	531	498	5	5	17	13	22	36	71	67	45	11	6	1
Asian/Pacific Islander	28	158	1832	100	99	99	573	565	543	4	4	4	NA	8	17	71	70	69	25	19	10
American Indian/Alaskan Native	NC	55	4573	NC	92	96	NC	504	494	NC	13	16	NC	33	41	NC	51	42	NC	4	1
White	276	1609	37467	98	98	98	560	557	539	3	2	5	5	10	17	78	74	70	14	14	8
Students with Disabilities	13	187	8567	76	86	88	474	483	467	46	21	39	23	47	38	31	30	22	NA	1	1
Students without Disabilities	388	2164	70612	99	100	99	559	555	524	2	2	7	6	10	25	78	75	62	14	13	5
Limited English Proficient Students	NC	28	9013	NC	97	95	NC	473	461	NC	32	40	NC	50	48	NC	18	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	41	347	33345	95	97	96	523	518	499	7	7	17	22	30	36	71	59	46	NA	3	1
Non-Economically Disadvantaged	360	2004	45834	98	99	99	560	555	533	3	2	7	5	10	19	77	74	67	15	14	7

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	399	2353	79734	97	98	99	584	579	554	0	0	3	9	10	19	90	88	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	208	1148	39243	100	99	99	598	592	568	0	0	2	3	5	12	94	93	85	2	1	1
Male	191	1205	40413	95	98	98	570	566	541	NA	1	4	15	15	26	85	84	70	NA	0	0
African American	35	181	4285	100	100	99	568	560	548	NA	NA	3	20	18	22	80	82	74	NA	1	0
Hispanic	56	351	31254	98	99	99	566	567	539	2	1	5	14	15	25	84	85	70	NA	NA	0
Asian/Pacific Islander	28	157	1837	100	98	99	595	597	579	NA	NA	1	7	6	9	93	93	87	NA	1	2
American Indian/Alaskan Native	NC	54	4613	NC	90	97	NC	544	535	NC	4	4	NC	24	29	NC	72	67	NC	NA	0
White	272	1610	37668	97	98	99	589	583	569	NA	0	1	6	8	13	92	90	85	1	1	1
Students with Disabilities	13	190	8943	76	87	92	513	515	495	NA	5	11	69	43	51	31	52	38	NA	1	1
Students without Disabilities	386	2163	70791	98	100	100	587	584	561	0	0	2	7	7	15	92	92	83	1	1	0
Limited English Proficient Students	NC	28	9138	NC	97	97	NC	517	492	NC	7	13	NC	36	46	NC	57	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	42	348	33718	98	97	97	558	553	538	2	1	5	19	22	26	79	77	69	NA	0	0
Non-Economically Disadvantaged	357	2005	46016	97	99	100	587	584	567	NA	0	2	8	8	14	91	90	84	1	1	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)

8th 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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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
6	Reading	98	75	NA	56	99	64	66	51	94	73	75	56
	Language	98	66	65	48	99	60	63	47	94	70	68	50
	Mathematics	98	86	84	66	99	69	70	52	95	78	78	58
7	Reading	98	73	NA	54	99	70	66	50	99	70	76	54
	Language	99	74	77	58	99	70	68	52	99	75	76	58
	Mathematics	99	83	80	62	99	68	66	50	99	75	76	54
8	Reading	100	68	NA	55	99	70	68	51	99	79	75	58
	Language	100	65	70	52	99	66	66	50	99	73	70	56
	Mathematics	100	76	75	61	99	71	69	53	97	79	76	58

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)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü Grant Distribution
- Ü Family Survey
- Ü School Informational Guide
- Ü Oversee General Tax Credit Funds
- Ü Monitor Safety Plans

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	61.50
Other Professional Staff	2.60	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	3	0	0
4 to 6 years	6	2	0	0
7 to 9 years	0	3	0	0
10 or more years	12	26	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	252
Teachers with Emergency Certification.	11
Percent of teachers in the school with Emergency/Provisional Certification	17%
Percent of core classes not taught by Highly Qualified Teachers	13%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Technology Labs
- Ü Internet connectivity - all workstations
- Ü Gymnasium

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Interscholastic Sports
- Ü Hands Across the Border Club
- Ü Mini Town Club
- Ü Yearbook Club
- Ü Jazz Band & Wind Ensemble
- Ü Drama Club

Social Services

- Ü School Resource Officer
- Ü Academic Intervention Program
- Ü ACE Mentoring Club
- Ü After School Tutoring Program
- Ü Counseling Groups
- Ü Second Step Empathy Training
- Ü In School Intervention Program
- Ü Alternative to Suspension Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Schoolwide, cross-curricular teaching and assessing of math, reading, and writing.

- ü Integration of technology curriculum with content area targets.

- ü An Arizona Department of Education, 'Excelling School' for the past three years.

- ü Exemplary implementation of Academic Lab.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

AMS has high standards for academic achievement and student conduct along with programs and strategies to promote physical and emotional safety. AMS uses the Kyrene School district handbook as a guide with students and parents. AMS uses the services of a School Resource Officer from the Phoenix Police Department for any situations that require police expertise. Of the above 8 incidents, 4 resulted in police reports, and 0 in police arrests.

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) :

8

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	Kelly D. Alexander	(480) 783-1600
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Smith	(480) 783-4175
School Nutrition Programs	Debbie Kauffman	(480) 783-1696
Parent Organization	Kelly D. Alexander	(480) 783-1600
Student Health/Nurse	Sandy D'Haem	(480) 783-1684

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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