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KUNA SCHOOL DISTRICT

Report Card 2007-2008

OUR MISSION

The Kuna School District inspires each student to become a lifelong learner and a contributing, responsible citizen.

KEEPING YOU INFORMED

This report is a summary of some indicators of the performance of our district. No single report can tell the whole story of our educational program or the people who work and learn here. We encourage you to find out firsthand by visiting our schools. If you are a parent of one of our students, we invite you to take an active role in your child's learning because studies show that when parents are involved, students do better in school.

ABOUT OUR DISTRICT

Each year the progress of our district toward state and federal academic goals is monitored. Under this monitoring, our district did not make Adequate Yearly Progress in 2007-2008.

District improvement status

Based on progress monitoring, our district has been identified for improvement. This is our fifth year in improvement status.

ABOUT OUR SCHOOLS

Each year the progress of our schools toward state and federal academic goals is monitored. Under this "Adequate Yearly Progress" or AYP monitoring for 2007-2008:

1 or 12.5% of our schools made AYP
 7 or 87.5% of our schools did not make AYP

Schools improvement status

The following schools were identified for improvement:

Kuna High School
 Kuna Middle School
 Fremont H. Teed Elementary
 Ross Elementary
 Hubbard Elementary

3 or 37.5% of our schools are in the first year of improvement

2 or 25% of our schools are in the second year of improvement

OUR COMMUNITY

Many factors, such as how often a child attends school, moving frequently, and English language experience, influence student achievement. Measuring these characteristics helps us understand our students' needs.

ABOUT OUR DISTRICT'S STUDENTS

2% Who participated in programs to learn English
 36% Who qualified for free or reduced-price lunch
 3% Who participated in gifted and talented programs

We are committed to ensuring that highly trained and qualified teachers instruct our students. Parents are welcome to request information about the qualifications of their child's teachers at anytime. In addition, if the need arises for your child to be taught by a teacher without complete qualifications for more than four weeks, we will notify you.

ABOUT OUR DISTRICT'S TEACHERS

100 Percent who are highly qualified
 0 Percent who are teaching as an approved consultant specialist
 0 Percent who are teaching with a letter of authorization
 0 Percent of classes not taught by highly qualified teachers

OUR ENVIRONMENT

Our goal is to provide a place for students to learn without distractions and concerns for safety. We closely monitor activities on our campus and offer comprehensive programs to prevent alcohol, tobacco, and substance abuse. As required by state and federal laws and rules, we collect, monitor, and report on crimes and substance abuse incidents on our campus and at school activities. A complete report of this information about our district and our schools is available at: <http://www.sde.idaho.gov/ipd/reportcard/SchoolReportCard.asp> or by contact the Kuna School District's Assessment Coordinator at (208) 922-1000.

OUR STUDENTS' ACADEMIC ACHIEVEMENT

ABOUT OUR GRADUATION RATE

Our state goal is for at least 90 percent of students to graduate from high school. The most current graduation rate information is for the Class of 2007, and shows:

81.42% Percent for our district
 88.04% Percent for the state

ABOUT OUR DISTRICT'S TEST RESULTS

Included with this are "Adequate Yearly Progress Assessment Reports." These reports provide detailed information about the academic performance of our students and specific groups of students on state reading, math, and language usage tests. College-bound students also take entrance exams. Our students' performance on these rigorous tests is shown below.

ABOUT OUR DISTRICT'S PROGRESS

The results from these tests also are used to measure the progress of our district and our schools toward state and federal academic goals. The report called "Adequate Yearly Progress Indicators" details which goals our district met and those we may have missed.

Test and progress reports are also available for each of our schools at www.kunaschools.org or by calling (208) 922-1000.

ACT

Most of Idaho's college-bound students take this exam.

	Class of 2008 – average score		
	Our district	State	National
English	20.8	20.7	20.6
Math	20.6	21.4	21.0
Reading	22.4	22.2	21.4
Science	21.6	21.3	20.8
Composite	21.5	21.5	21.1

Adequate Yearly Progress District Indicators 2007-2008

Kuna Jt. School District No. 3

The goal in our district, state, and nation is for all students in grades 3 through 8 and 10 to be proficient in reading and math by the spring of 2014. Idaho uses the Idaho Standards Achievement Test (ISAT) and the Idaho Alternate Assessment (IAA) to measure progress toward this goal. This report shows the percentage of our district's students meeting 2007-08 goals for proficiency in reading and math and our district's progress on a third academic indicator, which is improving or maintaining our graduation rate at KHS and Language Usage at all other schools.

Did Kuna Jt. School District No. 3 make adequate yearly progress for 2007-2008?

No
If no, what state goals were not met?
Graduation Rate
Hispanic Math
SWD Reading
SWD Math

Is this district identified for improvement?

Yes

How long has this district been identified for improvement?

5 years

How is the district improving?

The Kuna Jt. School District No. 3 is implementing an RTI process.

Group	ISAT Reading		ISAT Math		Third Academic Indicator Graduation Rate Goal: Maintain 2006-07 levels or improve
	% Tested Goal 95%	% Proficient or better Goal 78%	% Tested Goal 95%	% Proficient or better Goal 70%	
All 3 rd - 8 th & 10 th graders in our district/LEA	District 98.84%	District 81.32%	District 98.76%	District 77.89%	District 81.42%
All 3 rd - 8 th & 10 th graders in our state	State 99.48%	State 84.57%	State 99.47%	State 80.85%	State 88.29%
Race/Ethnicity	District 100%	District ~	District 100%	District ~	District ~
African American	State 98.83%	State 77.36%	State 99.24%	State 69.33%	State 63.99%
Asian	District 100%	District ~	District 96%	District ~	District ~
	State: 99.55%	State 88.36%	State 99.61%	State 88.3%	State n/a
American Indian/Alaskan Native	District 100%	District ~	District 100%	District ~	District ~
	State 99.1%	State 69.94%	State 99.27%	State 64.53%	State 51.42%
Hispanic	District 98.36%	District 60.45%	District 97.81%	District 60.80%	District 50.57%
	State 99.39%	State 67.79%	State 99.38%	State 64.86%	State 51.14%
Native Hawaiian/ Pacific Islander	District ~	District ~	District ~	District ~	District ~
	State 99.66%	State 85.06%	State 99.66%	State 84.13%	State n/a
White	District 98.89%	District 82.98%	District 98.89%	District 79.21%	District ~
	State 99.52%	State 87.62%	State 99.50%	State: 83.80%	State n/a
Limited English Proficient Students	District 100%	District 45.59%	District 100%	District 47.76%	District 31.34%
	State 99.49%	State 55.66%	State 99.67%	State 55.77%	State 39.02%
Economically Disadvantaged	District 98.68%	District 77.55%	District 98.68%	District 72.19%	District ~
	State 99.57%	State 76.18%	State 99.53%	State 71.94%	State 61.18%
Students with disabilities	District 98.62%	District 47.39%	District 97.71%	District 43.23%	District ~
	State 98.97%	State 48.8%	State 98.81%	State 44.74%	State n/a

This report only reflects the performance of students who were enrolled for a full academic year. To protect the privacy of individual students the following symbols are used:

>95% - The group with proficiency percentages greater than 95% and <5% - The group with proficiency percentages less than 5%.

+ The group of less than 40 students did meet the state's percent tested goal. - The group of less than 40 students did not meet the state's percent tested goal.

^ No participation determinations are made for groups of less than 10 students. The participation rate of students in this group is included in district and state totals.

~ No proficiency determinations are made for groups of less than 34 students. The proficiency level of students in this group is included in district and state totals.

*** These targets only apply for schools using Safe Harbor, an alternative method for determining if progress was made. Our third indicator for Safe Harbor purposes is improving the percentage of students who proficient in language usage.

* No students reported for this group.