

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4000 North Cummings Street, Flagstaff, AZ 86004

Flagstaff Unified 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	Performing Plus
2004-05	Performing
2003-04	Performing

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

### School Overview

Principal/Administrator : Mr. Savino L. Ontiveros  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : Pre-K-5  
 Web Address : www.flagstaff.k12.az.us/christensen/  
 Phone Number : (928) 773-4140  
 Fax Number : (928) 773-4138  
 E-mail : sontiver@apsc.org

### Mission

Christensen School, in partnership with families and the community, will prepare all students for a successful future by providing a safe, positive and challenging academic environment.

### 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 Seventy-three percent (73%) of all Christensen students will show one years academic growth. Seventy-three percent (73%) of all resource students will show growth as measured by their individual I.E.P goals.
- ü The Christensen Faculty and Staff will increase parent/community contact by ten percent (10%). As a goal for the 2004-2005 school year, we had 9000 parent contacts. This year, we hope to have documented at least 10,000 contacts.
- ü One hundred percent (100%) of all students will participate in exhibitions which are aligned with Arizona State Standards or National Standards as well as improve the quality of last year's exhibitions.

### Enrollment

October 1, 2005 School Year Student Enrollment : 447  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 140

Instructional Programs

- ü Title I
- ü Collaborative Literacy Intervention
- ü At-risk Extended Kindergarten
- ü Data Driven Instruction
- ü Voyager
- ü Data Driver Decision Making

Calendar Information

Number of Instruction Days :	183
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/22/2005
Last Day of School :	6/10/2006

Shared Responsibilities

School

Believing that quality education is a partnership, Christensen School involves families in their students' educational experiences by promoting regular communication between school and home to improve student achievement, as well as social growth.

Parents

Christensen families are active in their children's education by providing a home environment that supports academic and social growth; communicating with the school concerning their students; offering assistance to Christensen School.

Transportation Policy

We provide regular school bus transportation to and from school for students with disabilities who require transportation as indicated on their Individual Education Programs.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü National Social Studies Teacher of the Year	2003
ü State of Arizona Safety Award	1998
ü Science Teacher of the Year	1999
ü Nine Fulbright Scholarship Recipients	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	57	794	80010	97	99	99	465	448	447	5	9	10	11	17	18	54	57	53	30	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	386	38935	94	99	99	477	450	447	7	8	9	3	18	19	50	54	55	40	20	17
Male	26	406	40974	96	99	98	452	447	448	4	10	11	19	16	18	58	59	52	19	15	19
African American	NC	15	4201	NC	100	99	NC	432	430	NC	13	17	NC	27	23	NC	53	51	NC	7	9
Hispanic	15	161	34545	88	98	99	462	436	432	NA	11	14	13	24	24	60	53	53	27	12	9
Asian/Pacific Islander	--	15	2068	--	100	99	--	482	474	--	7	4	--	7	10	--	47	50	--	40	36
American Indian/Alaskan Native	16	170	3979	100	98	96	453	430	424	13	17	17	13	24	30	50	52	47	25	7	6
White	24	431	35142	100	100	99	474	460	465	4	5	5	8	11	11	54	61	56	33	23	28
Students with Disabilities	19	163	10161	95	99	93	435	421	419	16	25	28	21	28	28	47	40	36	16	7	8
Students without Disabilities	38	631	69849	97	99	100	478	455	451	NA	5	7	5	14	17	58	61	56	37	20	19
Limited English Proficient Students	NC	111	14013	NC	97	97	NC	407	413	NC	30	24	NC	38	34	NC	31	39	NC	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	36	346	39029	95	98	98	462	432	432	6	14	14	11	26	25	58	51	52	25	9	9
Non-Economically Disadvantaged	21	448	40981	100	100	100	472	461	462	5	6	6	10	10	13	48	61	54	38	24	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	57	778	79438	97	97	98	466	455	451	11	8	9	12	22	24	61	57	56	16	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	380	38775	94	97	99	483	462	457	7	6	7	7	23	22	63	57	58	23	14	13
Male	26	396	40560	96	97	97	445	449	446	15	11	12	19	22	25	58	56	54	8	10	9
African American	NC	15	4178	NC	100	98	NC	448	439	NC	13	13	NC	13	29	NC	60	52	NC	13	6
Hispanic	15	158	34297	88	96	98	458	441	434	13	11	14	13	30	31	67	54	50	7	4	5
Asian/Pacific Islander	--	14	2063	--	93	99	--	486	475	--	7	3	--	7	15	--	50	63	--	36	20
American Indian/Alaskan Native	16	167	3940	100	96	95	447	433	429	19	13	14	13	34	36	63	51	47	6	2	3
White	24	422	34887	100	98	98	480	469	471	4	6	4	13	16	15	58	60	63	25	18	18
Students with Disabilities	19	147	9588	95	89	88	425	418	416	26	27	30	16	34	32	53	35	34	5	4	5
Students without Disabilities	38	631	69850	97	99	100	483	463	456	3	4	7	11	20	23	66	62	59	21	14	12
Limited English Proficient Students	NC	106	13856	NC	92	96	NC	404	407	NC	26	27	NC	50	43	NC	24	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	36	337	38685	95	95	97	462	435	435	11	14	14	17	33	32	58	48	50	14	5	5
Non-Economically Disadvantaged	21	441	40753	100	99	99	472	471	467	10	4	5	5	14	16	67	64	62	19	18	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	58	786	79971	98	98	99	425	426	423	5	8	8	34	39	41	57	50	49	3	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	383	38974	97	98	99	450	442	437	NA	4	5	26	30	33	68	61	57	6	4	4
Male	26	401	40895	96	98	98	393	410	410	12	10	10	46	48	47	42	39	41	NA	2	2
African American	NC	15	4203	NC	100	99	NC	409	411	NC	13	11	NC	40	45	NC	40	43	NC	7	2
Hispanic	16	163	34481	94	99	99	417	411	410	6	12	10	44	47	46	50	39	43	NA	2	1
Asian/Pacific Islander	--	14	2067	--	93	99	--	441	449	--	NA	4	--	43	28	--	43	60	--	14	8
American Indian/Alaskan Native	16	168	3995	100	97	96	405	413	409	13	10	10	31	45	47	50	43	42	6	1	1
White	24	424	35150	100	98	99	437	437	437	NA	5	5	33	34	35	67	58	56	NA	4	5
Students with Disabilities	19	154	10258	95	93	94	374	379	377	16	25	23	37	47	51	47	27	25	NA	1	1
Students without Disabilities	39	632	69713	100	100	100	446	436	429	NA	3	5	33	37	39	62	56	52	5	3	3
Limited English Proficient Students	NC	111	13985	NC	97	97	NC	378	382	NC	22	18	NC	54	54	NC	24	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	37	343	38994	97	97	98	421	411	409	3	10	10	49	47	47	46	41	41	3	1	1
Non-Economically Disadvantaged	21	443	40977	100	99	100	433	437	437	10	5	5	10	33	34	76	57	56	5	5	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	60	829	80147	98	99	99	473	478	482	5	12	11	20	16	17	63	50	49	12	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	388	39281	100	99	99	472	482	483	7	11	9	21	16	17	59	48	50	14	24	24
Male	31	439	40780	94	98	98	473	474	482	3	14	12	19	16	17	68	51	48	10	19	24
African American	--	18	4249	--	95	99	--	460	464	--	6	17	--	28	22	--	56	48	--	11	13
Hispanic	23	186	33494	100	97	99	469	458	466	9	22	15	22	19	23	61	49	49	9	10	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	18	197	4117	100	99	96	473	452	456	6	18	19	22	26	27	61	51	46	11	4	8
White	19	418	36122	95	100	99	477	499	501	NA	6	5	16	10	10	68	50	50	16	34	35
Students with Disabilities	22	196	10295	96	97	92	461	443	443	9	33	33	27	24	26	55	36	33	9	8	8
Students without Disabilities	38	633	69852	100	100	100	479	489	488	3	6	7	16	14	16	68	55	51	13	26	26
Limited English Proficient Students	11	127	12722	100	98	97	441	427	441	9	37	27	55	31	33	36	31	37	NA	1	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	32	363	38371	94	98	97	469	455	465	3	20	15	19	23	23	72	50	49	6	7	13
Non-Economically Disadvantaged	28	466	41776	100	100	100	477	496	498	7	7	6	21	10	11	54	50	49	18	33	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	60	822	79686	98	98	98	450	469	470	18	11	11	33	24	24	47	56	57	2	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	385	39163	100	98	99	463	478	475	7	8	9	34	22	22	55	60	60	3	11	10
Male	31	435	40438	94	97	97	437	460	465	29	15	13	32	26	25	39	53	54	NA	6	7
African American	--	18	4228	--	95	98	--	463	458	--	11	15	--	17	28	--	67	53	--	6	4
Hispanic	23	186	33299	100	97	98	451	451	452	17	20	17	30	31	32	52	45	47	NA	3	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	18	193	4087	100	97	96	453	443	446	11	13	16	39	42	38	44	43	44	6	1	2
White	19	415	35914	95	99	98	445	488	489	26	7	5	32	13	15	42	67	67	NA	13	14
Students with Disabilities	22	189	9808	96	94	87	419	433	432	36	31	35	45	37	32	18	30	30	NA	3	3
Students without Disabilities	38	633	69878	100	100	100	467	479	475	8	6	8	26	20	23	63	64	61	3	10	9
Limited English Proficient Students	11	124	12594	100	95	96	426	418	422	27	34	34	36	51	45	36	15	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	32	358	38095	94	96	97	444	446	452	22	19	17	28	36	32	50	44	48	NA	2	3
Non-Economically Disadvantaged	28	464	41591	100	100	99	456	486	486	14	6	6	39	15	16	43	66	65	4	13	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	61	824	80372	100	98	99	466	474	475	5	4	4	31	31	30	62	63	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	387	39452	100	99	99	478	491	488	3	2	3	17	21	22	79	74	72	NA	3	3
Male	32	435	40836	97	97	98	454	460	464	6	6	6	44	40	37	47	53	56	3	1	1
African American	--	17	4264	--	89	99	--	480	465	--	NA	5	--	29	35	--	71	59	--	NA	1
Hispanic	23	187	33608	100	98	99	457	457	462	9	9	6	35	36	36	57	55	57	NA	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	18	198	4128	100	99	97	487	461	464	NA	4	4	17	39	39	78	56	56	6	1	1
White	20	412	36213	100	98	99	457	488	489	5	2	2	40	26	22	55	70	72	NA	3	3
Students with Disabilities	23	192	10526	100	95	94	448	441	427	4	8	15	52	56	53	39	35	31	4	1	1
Students without Disabilities	38	632	69846	100	99	100	476	484	482	5	2	3	18	24	26	76	72	69	NA	2	2
Limited English Proficient Students	11	127	12747	100	98	97	469	435	432	NA	10	12	36	56	52	55	33	36	9	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	33	365	38521	97	98	98	468	458	461	NA	5	6	39	41	38	58	54	55	3	0	1
Non-Economically Disadvantaged	28	459	41851	100	98	100	463	487	489	11	3	3	21	24	22	68	70	72	NA	3	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	60	833	79306	100	99	99	497	505	504	12	11	13	17	18	20	62	53	49	10	18	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	408	38845	100	100	99	507	507	505	4	9	11	14	18	20	68	54	50	14	18	18
Male	32	425	40383	100	99	98	489	503	504	19	13	14	19	17	19	56	52	47	6	17	19
African American	NC	21	4171	NC	95	98	NC	486	485	NC	24	20	NC	19	26	NC	52	44	NC	5	10
Hispanic	16	174	32673	100	100	99	480	484	487	25	22	18	6	21	25	69	49	46	NA	7	10
Asian/Pacific Islander	--	17	2147	--	100	99	--	541	539	--	6	5	--	NA	10	--	41	46	--	53	40
American Indian/Alaskan Native	22	192	4034	100	99	97	498	486	479	5	16	22	27	27	29	55	49	43	14	8	7
White	20	429	36234	100	99	99	517	521	523	NA	4	6	15	13	13	70	57	52	15	26	28
Students with Disabilities	14	150	10286	100	97	91	476	462	462	21	38	41	36	31	27	43	28	27	NA	3	5
Students without Disabilities	46	683	69020	100	100	100	503	514	510	9	6	9	11	15	18	67	59	52	13	21	21
Limited English Proficient Students	NC	83	10291	NC	99	96	NC	446	458	NC	46	38	NC	36	34	NC	18	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	42	363	37437	100	98	97	492	484	486	12	19	19	21	25	26	55	50	46	12	7	9
Non-Economically Disadvantaged	18	470	41869	100	100	100	510	521	521	11	6	7	6	13	14	78	56	51	6	26	27

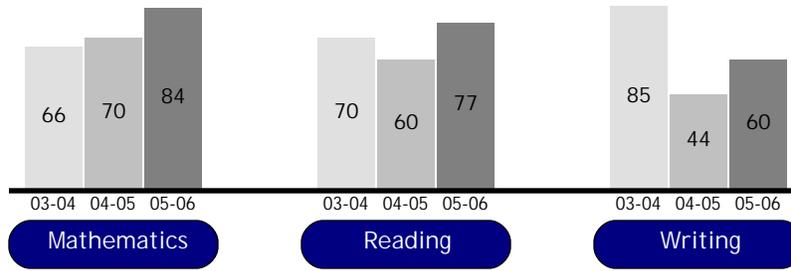
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	830	79000	100	99	98	476	495	489	12	8	10	33	20	24	48	61	58	7	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	407	38774	100	99	99	489	500	494	NA	6	7	36	17	22	54	63	61	11	14	10
Male	32	423	40150	100	99	98	466	489	485	22	10	12	31	22	25	44	59	55	3	9	8
African American	NC	21	4153	NC	95	98	NC	470	476	NC	14	13	NC	33	30	NC	52	53	NC	NA	4
Hispanic	16	173	32508	100	100	98	469	475	472	19	15	15	25	29	33	50	50	49	6	5	3
Asian/Pacific Islander	--	17	2142	--	100	99	--	524	510	--	NA	4	--	12	14	--	76	67	--	12	16
American Indian/Alaskan Native	22	190	4016	100	98	96	472	473	467	14	14	14	36	32	37	50	53	46	NA	2	2
White	20	429	36135	100	99	98	492	513	508	NA	3	4	35	10	14	50	69	67	15	18	15
Students with Disabilities	14	147	9991	100	95	88	452	449	449	21	33	33	57	37	36	14	29	29	7	1	2
Students without Disabilities	46	683	69009	100	100	100	483	504	495	9	3	6	26	16	22	59	68	62	7	13	10
Limited English Proficient Students	NC	80	10199	NC	95	95	NC	433	439	NC	41	35	NC	46	47	NC	13	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	42	360	37234	100	97	97	471	474	472	14	14	15	36	30	33	48	53	50	2	3	3
Non-Economically Disadvantaged	18	470	41766	100	100	99	490	511	505	6	4	5	28	12	16	50	67	65	17	17	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	60	834	79611	100	100	99	486	498	496	5	6	7	53	38	37	42	56	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	412	39016	100	100	99	509	513	511	4	4	4	32	29	29	64	66	66	NA	1	1
Male	32	422	40519	100	99	98	466	483	482	6	9	10	72	46	44	22	45	46	NA	NA	0
African American	NC	21	4188	NC	95	98	NC	452	486	NC	19	9	NC	52	40	NC	29	50	NC	NA	0
Hispanic	16	173	32855	100	100	99	487	478	481	6	12	10	38	44	43	56	45	47	NA	NA	0
Asian/Pacific Islander	--	17	2149	--	100	100	--	526	519	--	NA	4	--	35	24	--	59	70	--	6	2
American Indian/Alaskan Native	22	191	3992	100	99	96	478	481	478	5	10	10	68	45	46	27	45	44	NA	NA	0
White	20	432	36380	100	100	99	507	515	511	NA	3	4	50	31	30	50	66	65	NA	0	1
Students with Disabilities	14	148	10664	100	96	94	467	445	440	NA	20	23	79	59	54	21	21	22	NA	NA	1
Students without Disabilities	46	686	68947	100	100	100	491	509	504	7	3	4	46	33	34	48	63	61	NA	0	1
Limited English Proficient Students	NC	81	10362	NC	96	97	NC	429	438	NC	25	22	NC	59	57	NC	16	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	42	362	37626	100	98	98	483	479	479	5	10	10	55	47	45	40	44	45	NA	NA	0
Non-Economically Disadvantaged	18	472	41985	100	100	100	492	513	511	6	4	4	50	31	30	44	65	65	NA	1	1

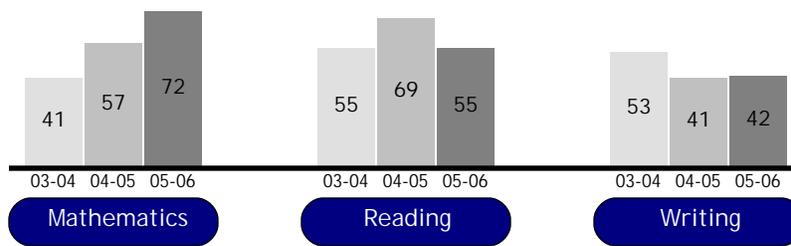
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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	98	41	NA	58	95	52	52	47	100	50	50	46
	Language	100	38	52	50	95	56	51	47	100	50	52	48
	Mathematics	96	75	68	64	97	52	55	50	100	48	50	52
3	Reading	91	58	NA	55	100	47	48	44	93	59	52	46
	Language	93	59	63	61	100	40	43	44	93	52	46	46
	Mathematics	89	67	65	61	100	47	50	51	93	61	56	52
4	Reading	96	57	NA	56	95	47	55	48	98	37	50	52
	Language	100	47	56	52	95	50	54	49	98	34	50	52
	Mathematics	100	53	63	61	95	54	56	53	98	52	56	58
5	Reading	93	44	NA	55	100	51	54	50	98	48	63	56
	Language	88	46	55	49	100	46	52	50	98	43	58	54
	Mathematics	91	53	69	63	100	42	49	49	98	46	54	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

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Policy Development
- Ü Facility Planning
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Curriculum Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	5.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	0	2	0	0
7 to 9 years	1	10	0	0
10 or more years	1	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Parent Center
- Ü Computer Lab
- Ü Activity Room
- Ü CLIP Center

Extracurricular Activities

- Ü Student Council
- Ü Student Choir
- Ü AATM Math Challenge
- Ü Geography Club
- Ü FACTS

Social Services

- Ü Health Services
- Ü Counseling Services
- Ü Breakfast/Lunch Programs
- Ü FAST After School Program
- Ü FACTS AfterSchool Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We have developed a schoolwide student management plan providing a disciplinary alternative to off-campus suspension: Our Alternative Learning Center. Our goal is to ensure all students a safe, secure environment which is conducive to learning.
  
- ü Christensen School has a truancy program that will decrease the amount of absences our students have each year. The focus of the program is to increase the amount of time a student spends in the classroom.
  
- ü Christensen school has 9 Fulbright Scholarship recipients.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	92	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

At Christensen Elementary School, we are utilizing the Concerns, Compliments and Solutions Program. This program is geared to reduce and assist students in resolving conflict on their own.

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	Kathy Smith	(928) 773-4140
Transportation Policy	Dan McCoy	(928) 773-4170
Community Resources	Savino Ontiveros	(928) 773-4140
School Nutrition Programs	Dan Galan	(928) 773-4140
Parent Organization	Mrs. Tadder/B. Macias	(928) 773-4140
Student Health/Nurse	Marilyn Grudniewski	(928) 773-4140

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."

ACHIEVEMENT PROFILES

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](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.