

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1820 S. Harris Drive, Mesa, AZ 85204

Gilbert 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	Highly Performing
2004-05	Highly Performing
2003-04	Performing

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

### School Overview

Principal/Administrator : Mrs. Becky R. Henderson  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : Pre-K-6  
 Web Address : gilbert.k12.az.us/info/schools/harris/harris.  
 Phone Number : (480) 545-7060  
 Fax Number : (480) 926-7160  
 E-mail : becky\_henderson@gilbert.k12.az.us

### Mission

Harris Elementary provides all students with an educational environment where they can achieve academic excellence, succeed in developing strong interpersonal skills, and become successful and responsible members of our community.

### 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 One of Harris' school wide goals is to improve students' reading comprehension by implementing the best practices of the Reading Renaissance program and by providing reading instruction through guided reading groups.
- ü A second school wide goal is to improve student achievement in writing. Instruction will focus on the writing process, writing elements (six traits of writing) and writing applications.
- ü Harris Elementary will continue to respond to information from the Terra Nova Test and AIMS results in order to improve instruction, align curriculum and identify areas of improvement.

### Enrollment

October 1, 2005 School Year Student Enrollment : 634  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 80

Instructional Programs

- ü Title I
- ü On-site Special Education--Inclusion
- ü Gifted
- ü ELL
- ü Special Education Preschool
- ü Math After School Lab
- ü Writing After School Lab
- ü Homework Club

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We adhere to high standards for all students by providing an excellent education in a safe environment. Staff members work collegially, attend team meetings and implement student-centered programs. A student handbook is available for all parents.

Parents

Parents are responsible for the health and well-being of their child. Health issues which may impact their child's ability to learn should be reported to the school. Students should arrive to school on time, in appropriate attire, and ready to learn.

Transportation Policy

School bus transportation is a privilege that students may retain by showing responsible and cooperative behavior. Our school is served by nine buses, two of which serve special education students. See the district web site for school boundaries.

School Honors

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

Award/Honor	Year
ü Town of Gilbert Educator of the Year	2006
ü Reading Renaissance Master School Certification	2006
ü Renaissance Model Library Certification	2005
ü American Legion Teacher of the Year	2005

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	89	2749	80010	100	98	99	446	475	447	7	4	10	20	9	18	56	50	53	17	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1307	38935	100	99	99	443	474	447	8	4	9	28	8	19	46	51	55	18	37	17
Male	50	1442	40974	100	98	98	448	476	448	6	3	11	14	9	18	64	50	52	16	38	19
African American	NC	127	4201	NC	99	99	NC	452	430	NC	9	17	NC	14	23	NC	57	51	NC	19	9
Hispanic	31	460	34545	100	98	99	441	456	432	10	4	14	13	13	24	68	65	53	10	19	9
Asian/Pacific Islander	NC	110	2068	NC	99	99	NC	481	474	NC	5	4	NC	8	10	NC	44	50	NC	43	36
American Indian/Alaskan Native	NC	23	3979	NC	88	96	NC	462	424	NC	NA	17	NC	13	30	NC	65	47	NC	22	6
White	50	2029	35142	100	99	99	448	481	465	6	3	5	24	7	11	48	47	56	22	43	28
Students with Disabilities	18	414	10161	100	93	93	401	440	419	22	16	28	61	27	28	11	39	36	6	18	8
Students without Disabilities	71	2335	69849	100	100	100	457	481	451	3	1	7	10	5	17	68	52	56	20	41	19
Limited English Proficient Students	NC	99	14013	NC	95	97	NC	429	413	NC	12	24	NC	24	34	NC	59	39	NC	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	59	583	39029	100	97	98	445	454	432	8	6	14	15	15	25	59	60	52	17	19	9
Non-Economically Disadvantaged	30	2166	40981	100	99	100	448	481	462	3	3	6	30	7	13	50	47	54	17	43	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	82	2707	79438	92	97	98	463	480	451	1	3	9	21	12	24	66	62	56	12	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1290	38775	92	98	99	467	487	457	3	2	7	19	9	22	61	61	58	17	27	13
Male	46	1417	40560	92	96	97	460	474	446	NA	3	12	22	14	25	70	62	54	9	20	9
African American	NC	125	4178	NC	98	98	NC	458	439	NC	6	13	NC	25	29	NC	59	52	NC	10	6
Hispanic	30	455	34297	97	97	98	460	464	434	3	5	14	20	16	31	70	69	50	7	10	5
Asian/Pacific Islander	NC	109	2063	NC	98	99	NC	482	475	NC	3	3	NC	13	15	NC	56	63	NC	28	20
American Indian/Alaskan Native	--	22	3940	--	85	95	--	469	429	--	9	14	--	5	36	--	68	47	--	18	3
White	46	1996	34887	92	97	98	465	485	471	NA	2	4	24	10	15	59	61	63	17	27	18
Students with Disabilities	11	373	9588	61	84	88	424	445	416	NA	13	30	73	31	32	27	46	34	NA	9	5
Students without Disabilities	71	2334	69850	100	99	100	469	485	456	1	1	7	13	9	23	72	64	59	14	25	12
Limited English Proficient Students	NC	98	13856	NC	94	96	NC	423	407	NC	17	27	NC	37	43	NC	43	29	NC	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	56	573	38685	95	96	97	459	461	435	2	5	14	23	20	32	66	65	50	9	11	5
Non-Economically Disadvantaged	26	2134	40753	87	97	99	472	485	467	NA	2	5	15	10	16	65	61	62	19	27	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	89	2749	79971	100	98	99	400	448	423	9	3	8	57	28	41	34	64	49	NA	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1307	38974	100	99	99	403	461	437	8	3	5	56	20	33	36	70	57	NA	7	4
Male	50	1442	40895	100	98	98	397	436	410	10	4	10	58	35	47	32	58	41	NA	3	2
African American	NC	126	4203	NC	98	99	NC	429	411	NC	7	11	NC	33	45	NC	57	43	NC	2	2
Hispanic	31	461	34481	100	98	99	390	436	410	13	4	10	55	33	46	32	61	43	NA	2	1
Asian/Pacific Islander	NC	109	2067	NC	98	99	NC	457	449	NC	3	4	NC	26	28	NC	61	60	NC	11	8
American Indian/Alaskan Native	NC	23	3995	NC	88	96	NC	426	409	NC	NA	10	NC	57	47	NC	43	42	NC	NA	1
White	50	2030	35150	100	99	99	409	451	437	6	3	5	56	26	35	38	66	56	NA	5	5
Students with Disabilities	18	412	10258	100	93	94	365	407	377	17	13	23	72	50	51	11	35	25	NA	2	1
Students without Disabilities	71	2337	69713	100	100	100	408	455	429	7	2	5	54	24	39	39	69	52	NA	5	3
Limited English Proficient Students	NC	99	13985	NC	95	97	NC	405	382	NC	6	18	NC	58	54	NC	36	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	59	585	38994	100	98	98	393	430	409	14	5	10	56	39	47	31	53	41	NA	2	1
Non-Economically Disadvantaged	30	2164	40977	100	99	100	412	453	437	NA	3	5	60	25	34	40	67	56	NA	6	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	86	2846	80147	99	98	99	492	511	482	8	3	11	15	6	17	49	49	49	28	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1386	39281	100	98	99	487	511	483	9	3	9	16	5	17	52	51	50	23	41	24
Male	41	1458	40780	95	98	98	498	511	482	7	3	12	12	8	17	46	48	48	34	42	24
African American	NC	123	4249	NC	96	99	NC	488	464	NC	7	17	NC	17	22	NC	58	48	NC	19	13
Hispanic	29	468	33494	100	96	99	472	493	466	7	5	15	28	12	23	52	56	49	14	27	14
Asian/Pacific Islander	NC	156	2103	NC	100	99	NC	525	515	NC	3	4	NC	4	8	NC	38	44	NC	55	45
American Indian/Alaskan Native	NC	25	4117	NC	96	96	NC	493	456	NC	8	19	NC	4	27	NC	60	46	NC	28	8
White	51	2074	36122	98	98	99	506	516	501	6	2	5	8	5	10	49	48	50	37	45	35
Students with Disabilities	19	371	10295	100	88	92	464	467	443	21	16	33	26	22	26	37	47	33	16	14	8
Students without Disabilities	67	2475	69852	99	100	100	499	518	488	4	1	7	12	4	16	52	49	51	31	46	26
Limited English Proficient Students	12	84	12722	92	94	97	454	465	441	8	10	27	50	29	33	33	51	37	8	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	52	592	38371	98	96	97	485	490	465	8	6	15	19	13	23	50	56	49	23	25	13
Non-Economically Disadvantaged	34	2254	41776	100	99	100	502	517	498	9	2	6	9	5	11	47	47	49	35	46	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	82	2812	79686	94	97	98	478	499	470	2	2	11	28	11	24	59	70	57	11	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1376	39163	95	97	99	477	504	475	5	2	9	26	8	22	57	70	60	12	20	10
Male	39	1434	40438	91	96	97	481	494	465	NA	2	13	28	13	25	62	70	54	10	14	7
African American	NC	122	4228	NC	95	98	NC	482	458	NC	6	15	NC	18	28	NC	66	53	NC	10	4
Hispanic	27	463	33299	93	95	98	463	481	452	7	5	17	37	18	32	48	68	47	7	8	3
Asian/Pacific Islander	NC	154	2097	NC	99	99	NC	503	490	NC	1	5	NC	11	13	NC	73	68	NC	15	14
American Indian/Alaskan Native	NC	25	4087	NC	96	96	NC	482	446	NC	NA	16	NC	16	38	NC	84	44	NC	NA	2
White	50	2048	35914	96	97	98	489	503	489	NA	1	5	20	8	15	66	71	67	14	20	14
Students with Disabilities	15	338	9808	79	80	87	469	467	432	NA	9	35	40	30	32	53	53	30	7	7	3
Students without Disabilities	67	2474	69878	99	100	100	481	503	475	3	1	8	25	8	23	60	73	61	12	18	9
Limited English Proficient Students	11	83	12594	85	93	96	436	448	422	18	16	34	64	39	45	9	42	21	9	4	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	50	581	38095	94	94	97	479	481	452	2	5	17	30	20	32	60	66	48	8	9	3
Non-Economically Disadvantaged	32	2231	41591	94	98	99	477	503	486	3	1	6	25	8	16	56	71	65	16	19	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	86	2875	80372	99	99	99	461	497	475	6	2	4	38	16	30	56	77	64	NA	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1406	39452	100	99	99	467	508	488	7	1	3	25	12	22	68	81	72	NA	7	3
Male	41	1467	40836	95	98	98	455	487	464	5	3	6	51	21	37	44	74	56	NA	3	1
African American	NC	125	4264	NC	98	99	NC	485	465	NC	2	5	NC	22	35	NC	74	59	NC	2	1
Hispanic	29	477	33608	100	98	99	446	486	462	10	3	6	38	18	36	52	77	57	NA	3	1
Asian/Pacific Islander	NC	156	2098	NC	100	99	NC	508	500	NC	3	2	NC	12	16	NC	74	75	NC	11	7
American Indian/Alaskan Native	NC	26	4128	NC	100	97	NC	497	464	NC	NA	4	NC	23	39	NC	73	56	NC	4	1
White	51	2091	36213	98	99	99	468	499	489	2	1	2	39	16	22	59	78	72	NA	5	3
Students with Disabilities	19	401	10526	100	95	94	441	452	427	11	7	15	47	45	53	42	47	31	NA	1	1
Students without Disabilities	67	2474	69846	99	100	100	467	504	482	4	1	3	36	12	26	60	82	69	NA	5	2
Limited English Proficient Students	12	87	12747	92	98	97	397	446	432	25	10	12	50	34	52	25	55	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	52	604	38521	98	98	98	458	479	461	4	3	6	44	25	38	52	70	55	NA	1	1
Non-Economically Disadvantaged	34	2271	41851	100	99	100	465	502	489	9	1	3	29	14	22	62	79	72	NA	5	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	84	2841	79306	100	99	99	512	529	504	7	5	13	18	11	20	55	52	49	20	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1394	38845	100	99	99	513	531	505	8	4	11	19	12	20	49	52	50	24	33	18
Male	47	1446	40383	100	99	98	511	528	504	6	5	14	17	11	19	60	53	47	17	31	19
African American	NC	119	4171	NC	98	98	NC	495	485	NC	11	20	NC	22	26	NC	55	44	NC	13	10
Hispanic	27	450	32673	100	99	99	508	509	487	11	7	18	11	17	25	63	59	46	15	17	10
Asian/Pacific Islander	NC	135	2147	NC	100	99	NC	548	539	NC	3	5	NC	6	10	NC	44	46	NC	47	40
American Indian/Alaskan Native	--	20	4034	--	100	97	--	539	479	--	10	22	--	NA	29	--	45	43	--	45	7
White	47	2116	36234	100	99	99	516	534	523	4	4	6	23	10	13	49	51	52	23	35	28
Students with Disabilities	13	358	10286	100	94	91	442	483	462	46	24	41	46	29	27	8	35	27	NA	12	5
Students without Disabilities	71	2483	69020	100	100	100	525	536	510	NA	2	9	13	8	18	63	55	52	24	35	21
Limited English Proficient Students	NC	73	10291	NC	99	96	NC	481	458	NC	18	38	NC	33	34	NC	44	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	40	556	37437	100	97	97	493	505	486	15	10	19	18	18	26	60	55	46	8	16	9
Non-Economically Disadvantaged	44	2285	41869	100	100	100	529	535	521	NA	3	7	18	9	14	50	52	51	32	36	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	78	2799	79000	94	98	98	508	514	489	1	2	10	14	12	24	74	69	58	10	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1385	38774	95	98	99	512	520	494	NA	2	7	20	9	22	69	69	61	11	20	10
Male	43	1413	40150	93	97	98	504	509	485	2	3	12	9	14	25	79	69	55	9	14	8
African American	NC	115	4153	NC	94	98	NC	490	476	NC	3	13	NC	28	30	NC	62	53	NC	7	4
Hispanic	24	435	32508	89	96	98	502	498	472	4	4	15	8	19	33	79	69	49	8	8	3
Asian/Pacific Islander	NC	133	2142	NC	99	99	NC	521	510	NC	3	4	NC	8	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	--	19	4016	--	95	96	--	515	467	--	5	14	--	5	37	--	74	46	--	16	2
White	45	2096	36135	98	98	98	514	519	508	NA	2	4	13	10	14	73	69	67	13	19	15
Students with Disabilities	NC	315	9991	NC	83	88	NC	477	449	NC	13	33	NC	33	36	NC	46	29	NC	8	2
Students without Disabilities	71	2484	69009	100	100	100	515	519	495	NA	1	6	7	9	22	82	72	62	11	18	10
Limited English Proficient Students	NC	72	10199	NC	97	95	NC	462	439	NC	15	35	NC	44	47	NC	40	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	35	534	37234	88	93	97	495	494	472	3	4	15	17	21	33	74	68	50	6	7	3
Non-Economically Disadvantaged	43	2265	41766	100	99	99	518	519	505	NA	2	5	12	10	16	74	69	65	14	19	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	84	2841	79611	100	99	99	508	515	496	4	3	7	30	27	37	67	69	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1396	39016	100	99	99	516	531	511	5	1	4	19	17	29	76	80	66	NA	1	1
Male	47	1444	40519	100	99	98	502	500	482	2	4	10	38	37	44	60	59	46	NA	0	0
African American	NC	119	4188	NC	98	98	NC	495	486	NC	4	9	NC	37	40	NC	59	50	NC	NA	0
Hispanic	27	448	32855	100	99	99	489	501	481	11	5	10	37	32	43	52	63	47	NA	NA	0
Asian/Pacific Islander	NC	134	2149	NC	99	100	NC	519	519	NC	6	4	NC	19	24	NC	73	70	NC	2	2
American Indian/Alaskan Native	--	20	3992	--	100	96	--	518	478	--	5	10	--	20	46	--	70	44	--	5	0
White	47	2119	36380	100	99	99	520	519	511	NA	2	4	23	27	30	77	71	65	NA	1	1
Students with Disabilities	13	357	10664	100	94	94	445	460	440	15	13	23	77	57	54	8	29	22	NA	0	1
Students without Disabilities	71	2484	68947	100	100	100	520	523	504	1	1	4	21	23	34	77	75	61	NA	1	1
Limited English Proficient Students	NC	74	10362	NC	100	97	NC	471	438	NC	11	22	NC	59	57	NC	30	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	40	555	37626	100	97	98	490	494	479	8	6	10	40	38	45	53	55	45	NA	1	0
Non-Economically Disadvantaged	44	2286	41985	100	100	100	525	520	511	NA	2	4	20	25	30	80	73	65	NA	1	1

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

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	88	2911	79327	98	98	98	540	548	518	5	7	19	14	10	20	61	56	46	20	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1431	38961	98	98	98	536	548	520	2	6	16	13	9	20	69	57	48	17	28	16
Male	40	1480	40295	98	98	97	544	547	516	8	7	21	15	10	19	53	54	44	25	28	16
African American	NC	141	4247	NC	98	98	NC	530	499	NC	10	27	NC	16	24	NC	56	41	NC	18	8
Hispanic	34	493	32327	97	96	98	531	529	499	3	10	27	18	16	25	59	57	41	21	17	8
Asian/Pacific Islander	--	120	1939	--	99	99	--	574	556	--	3	6	--	7	10	--	48	47	--	43	36
American Indian/Alaskan Native	NC	28	4391	NC	97	96	NC	539	489	NC	4	32	NC	11	27	NC	68	36	NC	18	4
White	47	2129	36373	98	99	98	549	552	538	6	6	10	11	8	14	60	56	52	23	31	25
Students with Disabilities	NC	360	9321	NC	89	87	NC	493	467	NC	36	54	NC	23	22	NC	33	21	NC	8	3
Students without Disabilities	79	2551	70006	99	100	100	546	555	524	3	2	14	10	8	19	65	59	49	23	31	18
Limited English Proficient Students	12	47	9431	100	96	95	507	486	466	NA	34	53	33	28	27	67	36	18	NA	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	41	588	37097	98	95	97	535	527	498	2	12	27	17	18	25	66	54	41	15	17	7
Non-Economically Disadvantaged	47	2323	42230	98	99	99	544	553	535	6	5	11	11	7	15	57	56	50	26	31	24

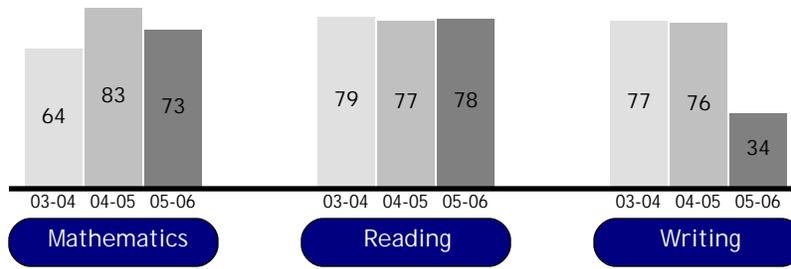
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	2886	79501	96	97	98	511	523	497	7	3	10	10	11	25	80	78	60	2	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1426	39062	98	98	99	516	527	502	4	2	8	8	8	23	83	80	64	4	10	5
Male	38	1460	40368	93	97	98	505	518	491	11	3	13	13	13	27	76	77	57	NA	6	3
African American	NC	141	4279	NC	98	99	NC	511	485	NC	3	14	NC	20	30	NC	74	54	NC	4	2
Hispanic	34	489	32389	97	96	98	498	509	478	9	5	16	15	18	34	76	73	48	NA	4	1
Asian/Pacific Islander	--	119	1936	--	98	99	--	531	519	--	2	3	--	8	14	--	78	73	--	13	9
American Indian/Alaskan Native	NC	28	4401	NC	97	96	NC	518	473	NC	4	17	NC	4	40	NC	86	43	NC	7	1
White	45	2109	36446	94	98	99	522	526	516	4	2	4	9	9	15	82	80	73	4	9	7
Students with Disabilities	NC	335	9411	NC	83	88	NC	480	453	NC	16	36	NC	35	36	NC	48	26	NC	1	1
Students without Disabilities	79	2551	70090	99	100	100	516	528	502	3	1	7	10	8	24	85	82	65	3	9	5
Limited English Proficient Students	12	46	9401	100	94	94	475	456	443	17	33	40	25	43	46	58	22	14	NA	2	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	40	581	37183	95	94	97	509	507	479	8	4	16	10	18	34	78	75	49	5	2	1
Non-Economically Disadvantaged	46	2305	42318	96	98	99	513	527	513	7	2	5	11	9	17	83	79	70	NA	9	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	88	2928	80000	98	99	99	582	588	564	1	1	3	7	5	11	78	75	75	14	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1439	39288	98	99	99	596	601	579	NA	1	2	2	2	6	81	73	77	17	25	16
Male	40	1489	40644	98	99	98	564	575	549	3	2	4	13	8	15	75	77	74	10	13	7
African American	NC	144	4307	NC	100	99	NC	577	551	NC	1	4	NC	6	13	NC	79	75	NC	13	7
Hispanic	34	499	32672	97	97	99	581	579	548	NA	2	4	9	5	14	82	79	76	9	13	6
Asian/Pacific Islander	--	121	1945	--	100	99	--	605	592	--	NA	1	--	4	4	--	69	69	--	27	25
American Indian/Alaskan Native	NC	29	4424	NC	100	97	NC	589	549	NC	NA	3	NC	7	14	NC	79	77	NC	14	5
White	47	2135	36602	98	99	99	582	590	579	2	1	2	6	5	7	74	74	75	17	20	16
Students with Disabilities	NC	378	9919	NC	93	93	NC	532	505	NC	6	9	NC	25	35	NC	66	54	NC	3	2
Students without Disabilities	79	2550	70081	99	100	100	589	596	571	1	1	2	4	2	7	80	76	79	15	21	12
Limited English Proficient Students	12	48	9571	100	98	96	562	527	502	NA	6	10	25	21	29	75	71	60	NA	2	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	41	599	37534	98	97	98	578	572	547	NA	2	4	10	8	15	80	81	76	10	9	5
Non-Economically Disadvantaged	47	2329	42466	98	99	100	585	592	578	2	1	2	4	4	7	77	74	75	17	21	16

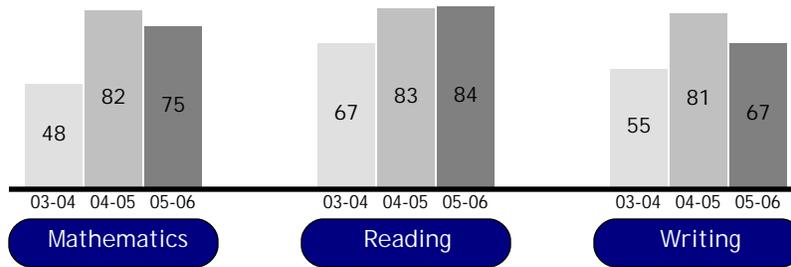
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	58	NA	58	100	49	61	47	99	54	65	46
	Language	100	42	63	50	100	51	60	47	99	50	65	48
	Mathematics	100	57	76	64	100	49	63	50	100	52	65	52
3	Reading	99	60	NA	55	100	48	60	44	92	50	67	46
	Language	99	72	76	61	100	48	57	44	100	46	61	46
	Mathematics	99	63	72	61	100	50	65	51	100	48	68	52
4	Reading	97	64	NA	56	99	58	61	48	94	61	70	52
	Language	97	61	66	52	99	59	60	49	99	56	68	52
	Mathematics	97	74	73	61	99	66	68	53	99	61	73	58
5	Reading	95	65	NA	55	98	58	63	50	94	70	73	56
	Language	95	56	63	49	98	57	62	50	100	63	70	54
	Mathematics	95	76	77	63	99	53	62	49	100	58	67	52
6	Reading	98	60	NA	56	98	66	64	51	96	65	75	56
	Language	98	57	64	48	98	61	62	47	98	56	68	50
	Mathematics	98	78	81	66	98	65	69	52	98	72	75	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/](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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Facility and Safety Issues
- Ü Parent/Educator Relations
- Ü Educational Advocacy
- Ü Textbook Selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	3.00	Teacher Aide	22.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	2	0	0
4 to 6 years	2	2	0	0
7 to 9 years	4	3	0	0
10 or more years	5	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
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 Computer lab
- Ü Library/Media Center
- Ü Project Room
- Ü Multipurpose Room

Extracurricular Activities

- Ü Fun Runs
- Ü Student Council
- Ü Chess Club

Social Services

- Ü Health Services
- Ü Social Worker
- Ü Lunch Program
- Ü Breakfast Program

School Achievements/Accomplishments 2005-06

ü Students in grades second through sixth excel on the AIMS test, exceeding state averages.

ü Received Model and Master School certification and recognition as a part of the Reading Renaissance program.

Student Activity Rates for School Year 2005-06

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

Harris has implemented a school-wide behavior plan and code of conduct which focuses on responsible, respectful actions. Character education is taught through the Character Counts! program. Fire, lock-down and other drills are practiced regularly.

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) :

2

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	Becky Henderson	(480) 545-7060
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Tiffany Werner	(480) 545-7060
School Nutrition Programs	Deb McCarron	(480) 497-3370
Parent Organization	Tammy Guck	(480) 545-7060
Student Health/Nurse	Susan Tucker	(480) 545-7060

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.