

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

375 S. Columbus Drive, Gilbert, AZ 85296

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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. John C. Maas
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-6
 Web Address : www.gilbert.k12.az.us
 Phone Number : (480) 507-1624
 Fax Number : (480) 507-1633
 E-mail : john_maas@gilbert.k12.az.us

Mission

At Finley Farms Elementary, we believe in the school and community working as partners in education, to create an enriched educational environment, which will generate high academic expectations and success for each student.

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 To concentrate on staff development in the curricular areas of mathematics, reading, language arts and the use of technology in the classroom.
- ü To improve student writing abilities and the daily time commitment to the writing process. To further incorporate the 6 Trait Writing process into the school's writing curriculum to help strengthen student's overall writing ability.
- ü To continue to inservice all faculty members on the 4 Square Writing program and to consistently use the program for students from K through 6th grade.
- ü Continued use of Accelerated Reading as a supplemental reading program, to further the students' love of reading and improve reading comprehension.

Enrollment

October 1, 2005 School Year Student Enrollment : 947
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 120

Instructional Programs

- Ü Accelerated Learning Program
- Ü Full Day Kindergarten
- Ü On-Site Special Education
- Ü ELL
- Ü Speech Language Services

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Finley Farms Elementary places a strong emphasis on fostering a positive and safe environment for the academic and social development of each student. Parents are provided the opportunity to become a partner in their child's education.

Parents

Parents are responsible for ensuring their children arrive on time to school, in appropriate attire, well-rested, maintaining a healthy mind and body, homework completed, eager to learn. We encourage parent participation and host curriculum events.

Transportation Policy

Our attendance area is approximately two square miles in size. Four crossing guards assist students at three different locations before and after school. Three buses serve students who live across a major street or who live outside a one-mile range.

School Honors

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

Award/Honor	Year
Ü District Writing Contest Winners	2005
Ü District Art Contest Winners	2006
Ü National Board Certified Teacher Named/Honored	2004
Ü Chess Team Winners at District & State Competitions	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	120	2749	80010	97	98	99	487	475	447	NA	4	10	2	9	18	48	50	53	50	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1307	38935	100	99	99	485	474	447	NA	4	9	4	8	19	45	51	55	51	37	17
Male	65	1442	40974	94	98	98	489	476	448	NA	3	11	NA	9	18	51	50	52	49	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	20	460	34545	100	98	99	471	456	432	NA	4	14	5	13	24	55	65	53	40	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	94	2029	35142	97	99	99	490	481	465	NA	3	5	1	7	11	47	47	56	52	43	28
Students with Disabilities	14	414	10161	78	93	93	481	440	419	NA	16	28	NA	27	28	57	39	36	43	18	8
Students without Disabilities	106	2335	69849	100	100	100	488	481	451	NA	1	7	2	5	17	47	52	56	51	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	18	583	39029	90	97	98	461	454	432	NA	6	14	11	15	25	61	60	52	28	19	9
Non-Economically Disadvantaged	102	2166	40981	98	99	100	491	481	462	NA	3	6	NA	7	13	46	47	54	54	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	120	2707	79438	97	97	98	494	480	451	NA	3	9	7	12	24	62	62	56	32	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1290	38775	100	98	99	496	487	457	NA	2	7	11	9	22	56	61	58	33	27	13
Male	65	1417	40560	94	96	97	492	474	446	NA	3	12	3	14	25	66	62	54	31	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	20	455	34297	100	97	98	472	464	434	NA	5	14	10	16	31	80	69	50	10	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	NC	22	3940	NC	85	95	NC	469	429	NC	9	14	NC	5	36	NC	68	47	NC	18	3
White	94	1996	34887	97	97	98	499	485	471	NA	2	4	5	10	15	57	61	63	37	27	18
Students with Disabilities	14	373	9588	78	84	88	470	445	416	NA	13	30	21	31	32	57	46	34	21	9	5
Students without Disabilities	106	2334	69850	100	99	100	497	485	456	NA	1	7	5	9	23	62	64	59	33	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	18	573	38685	90	96	97	473	461	435	NA	5	14	22	20	32	56	65	50	22	11	5
Non-Economically Disadvantaged	102	2134	40753	98	97	99	498	485	467	NA	2	5	4	10	16	63	61	62	33	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	120	2749	79971	97	98	99	471	448	423	NA	3	8	17	28	41	74	64	49	9	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1307	38974	100	99	99	486	461	437	NA	3	5	11	20	33	76	70	57	13	7	4
Male	65	1442	40895	94	98	98	459	436	410	NA	4	10	22	35	47	72	58	41	6	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	20	461	34481	100	98	99	478	436	410	NA	4	10	10	33	46	85	61	43	5	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	94	2030	35150	97	99	99	470	451	437	NA	3	5	17	26	35	73	66	56	10	5	5
Students with Disabilities	14	412	10258	78	93	94	437	407	377	NA	13	23	50	50	51	50	35	25	NA	2	1
Students without Disabilities	106	2337	69713	100	100	100	476	455	429	NA	2	5	12	24	39	77	69	52	10	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	19	585	38994	95	98	98	460	430	409	NA	5	10	32	39	47	63	53	41	5	2	1
Non-Economically Disadvantaged	101	2164	40977	97	99	100	473	453	437	NA	3	5	14	25	34	76	67	56	10	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	141	2846	80147	99	98	99	525	511	482	1	3	11	4	6	17	42	49	49	52	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	1386	39281	100	98	99	520	511	483	NA	3	9	3	5	17	49	51	50	49	41	24
Male	69	1458	40780	97	98	98	531	511	482	3	3	12	6	8	17	35	48	48	57	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	19	468	33494	95	96	99	500	493	466	5	5	15	11	12	23	58	56	49	26	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	--	25	4117	--	96	96	--	493	456	--	8	19	--	4	27	--	60	46	--	28	8
White	111	2074	36122	99	98	99	529	516	501	1	2	5	3	5	10	38	48	50	59	45	35
Students with Disabilities	15	371	10295	88	88	92	473	467	443	13	16	33	33	22	26	27	47	33	27	14	8
Students without Disabilities	126	2475	69852	100	100	100	531	518	488	NA	1	7	1	4	16	44	49	51	56	46	26
Limited English Proficient Students	NC	84	12722	NC	94	97	NC	465	441	NC	10	27	NC	29	33	NC	51	37	NC	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	13	592	38371	100	96	97	510	490	465	NA	6	15	8	13	23	62	56	49	31	25	13
Non-Economically Disadvantaged	128	2254	41776	98	99	100	527	517	498	2	2	6	4	5	11	40	47	49	55	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	139	2812	79686	97	97	98	510	499	470	1	2	11	4	11	24	73	70	57	22	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	1376	39163	100	97	99	508	504	475	1	2	9	4	8	22	72	70	60	22	20	10
Male	67	1434	40438	94	96	97	513	494	465	1	2	13	3	13	25	75	70	54	21	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	19	463	33299	95	95	98	489	481	452	5	5	17	16	18	32	74	68	47	5	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	--	25	4087	--	96	96	--	482	446	--	NA	16	--	16	38	--	84	44	--	NA	2
White	109	2048	35914	97	97	98	513	503	489	1	1	5	2	8	15	72	71	67	25	20	14
Students with Disabilities	13	338	9808	76	80	87	479	467	432	15	9	35	15	30	32	54	53	30	15	7	3
Students without Disabilities	126	2474	69878	100	100	100	513	503	475	NA	1	8	2	8	23	75	73	61	22	18	9
Limited English Proficient Students	NC	83	12594	NC	93	96	NC	448	422	NC	16	34	NC	39	45	NC	42	21	NC	4	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	13	581	38095	100	94	97	511	481	452	NA	5	17	NA	20	32	77	66	48	23	9	3
Non-Economically Disadvantaged	126	2231	41591	97	98	99	510	503	486	2	1	6	4	8	16	73	71	65	21	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	142	2875	80372	99	99	99	508	497	475	1	2	4	8	16	30	85	77	64	6	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	1406	39452	100	99	99	514	508	488	NA	1	3	7	12	22	85	81	72	8	7	3
Male	70	1467	40836	99	98	98	502	487	464	1	3	6	10	21	37	84	74	56	4	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	20	477	33608	100	98	99	491	486	462	NA	3	6	25	18	36	70	77	57	5	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	--	26	4128	--	100	97	--	497	464	--	NA	4	--	23	39	--	73	56	--	4	1
White	111	2091	36213	99	99	99	511	499	489	1	1	2	6	16	22	86	78	72	6	5	3
Students with Disabilities	16	401	10526	94	95	94	453	452	427	6	7	15	38	45	53	56	47	31	NA	1	1
Students without Disabilities	126	2474	69846	100	100	100	515	504	482	NA	1	3	5	12	26	88	82	69	7	5	2
Limited English Proficient Students	NC	87	12747	NC	98	97	NC	446	432	NC	10	12	NC	34	52	NC	55	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	13	604	38521	100	98	98	497	479	461	NA	3	6	8	25	38	92	70	55	NA	1	1
Non-Economically Disadvantaged	129	2271	41851	99	99	100	509	502	489	1	1	3	9	14	22	84	79	72	7	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	138	2841	79306	100	99	99	533	529	504	4	5	13	9	11	20	50	52	49	36	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1394	38845	100	99	99	541	531	505	2	4	11	10	12	20	45	52	50	43	33	18
Male	80	1446	40383	99	99	98	528	528	504	6	5	14	9	11	19	54	53	47	31	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	26	450	32673	100	99	99	517	509	487	8	7	18	15	17	25	46	59	46	31	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	NC	20	4034	NC	100	97	NC	539	479	NC	10	22	NC	NA	29	NC	45	43	NC	45	7
White	97	2116	36234	99	99	99	539	534	523	3	4	6	8	10	13	52	51	52	37	35	28
Students with Disabilities	13	358	10286	93	94	91	473	483	462	15	24	41	46	29	27	38	35	27	NA	12	5
Students without Disabilities	125	2483	69020	100	100	100	539	536	510	3	2	9	6	8	18	51	55	52	40	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	21	556	37437	100	97	97	509	505	486	10	10	19	19	18	26	43	55	46	29	16	9
Non-Economically Disadvantaged	117	2285	41869	100	100	100	538	535	521	3	3	7	8	9	14	51	52	51	38	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	135	2799	79000	98	98	98	511	514	489	1	2	10	13	12	24	73	69	58	13	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1385	38774	100	98	99	522	520	494	NA	2	7	5	9	22	78	69	61	17	20	10
Male	77	1413	40150	95	97	98	503	509	485	3	3	12	18	14	25	69	69	55	10	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	25	435	32508	100	96	98	498	498	472	4	4	15	12	19	33	84	69	49	NA	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	96	2096	36135	98	98	98	516	519	508	1	2	4	11	10	14	70	69	67	18	19	15
Students with Disabilities	10	315	9991	71	83	88	NA	477	449	NA	13	33	NA	33	36	NA	46	29	NA	8	2
Students without Disabilities	125	2484	69009	100	100	100	515	519	495	1	1	6	10	9	22	74	72	62	14	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	20	534	37234	95	93	97	486	494	472	10	4	15	25	21	33	60	68	50	5	7	3
Non-Economically Disadvantaged	115	2265	41766	98	99	99	516	519	505	NA	2	5	10	10	16	75	69	65	15	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	138	2841	79611	100	99	99	515	515	496	2	3	7	25	27	37	72	69	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1396	39016	100	99	99	532	531	511	2	1	4	9	17	29	88	80	66	2	1	1
Male	80	1444	40519	99	99	98	502	500	482	3	4	10	36	37	44	61	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	26	448	32855	100	99	99	513	501	481	NA	5	10	23	32	43	77	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	NC	20	3992	NC	100	96	NC	518	478	NC	5	10	NC	20	46	NC	70	44	NC	5	0
White	97	2119	36380	99	99	99	519	519	511	1	2	4	25	27	30	73	71	65	1	1	1
Students with Disabilities	13	357	10664	93	94	94	449	460	440	8	13	23	77	57	54	15	29	22	NA	0	1
Students without Disabilities	125	2484	68947	100	100	100	521	523	504	2	1	4	19	23	34	78	75	61	1	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	21	555	37626	100	97	98	502	494	479	NA	6	10	38	38	45	62	55	45	NA	1	0
Non-Economically Disadvantaged	117	2286	41985	100	100	100	517	520	511	3	2	4	22	25	30	74	73	65	1	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	145	2911	79327	97	98	98	561	548	518	1	7	19	9	10	20	60	56	46	30	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	1431	38961	97	98	98	565	548	520	1	6	16	4	9	20	63	57	48	32	28	16
Male	72	1480	40295	96	98	97	557	547	516	1	7	21	14	10	19	57	54	44	28	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	29	493	32327	97	96	98	553	529	499	3	10	27	14	16	25	69	57	41	14	17	8
Asian/Pacific Islander	NC	120	1939	NC	99	99	NC	574	556	NC	3	6	NC	7	10	NC	48	47	NC	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	106	2129	36373	97	99	98	562	552	538	1	6	10	8	8	14	58	56	52	33	31	25
Students with Disabilities	19	360	9321	79	89	87	522	493	467	5	36	54	42	23	22	42	33	21	11	8	3
Students without Disabilities	126	2551	70006	100	100	100	566	555	524	1	2	14	4	8	19	63	59	49	33	31	18
Limited English Proficient Students	--	47	9431	--	96	95	--	486	466	--	34	53	--	28	27	--	36	18	--	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	20	588	37097	91	95	97	563	527	498	5	12	27	5	18	25	65	54	41	25	17	7
Non-Economically Disadvantaged	125	2323	42230	98	99	99	561	553	535	1	5	11	10	7	15	59	56	50	30	31	24

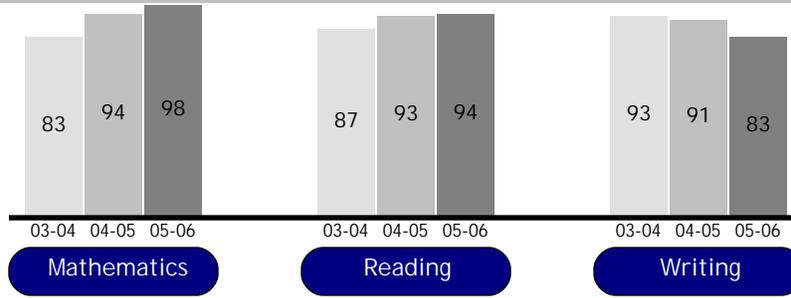
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	2886	79501	94	97	98	531	523	497	1	3	10	9	11	25	80	78	60	11	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	1426	39062	96	98	99	533	527	502	NA	2	8	7	8	23	79	80	64	14	10	5
Male	69	1460	40368	92	97	98	528	518	491	1	3	13	10	13	27	81	77	57	7	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	27	489	32389	90	96	98	532	509	478	4	5	16	15	18	34	70	73	48	11	4	1
Asian/Pacific Islander	NC	119	1936	NC	98	99	NC	531	519	NC	2	3	NC	8	14	NC	78	73	NC	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	103	2109	36446	94	98	99	530	526	516	NA	2	4	7	9	15	82	80	73	12	9	7
Students with Disabilities	15	335	9411	63	83	88	508	480	453	7	16	36	33	35	36	60	48	26	NA	1	1
Students without Disabilities	126	2551	70090	100	100	100	533	528	502	NA	1	7	6	8	24	83	82	65	12	9	5
Limited English Proficient Students	--	46	9401	--	94	94	--	456	443	--	33	40	--	43	46	--	22	14	--	2	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	21	581	37183	95	94	97	526	507	479	5	4	16	10	18	34	86	75	49	NA	2	1
Non-Economically Disadvantaged	120	2305	42318	94	98	99	531	527	513	NA	2	5	8	9	17	79	79	70	13	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	143	2928	80000	95	99	99	606	588	564	1	1	3	1	5	11	71	75	75	27	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	1439	39288	96	99	99	618	601	579	NA	1	2	NA	2	6	60	73	77	40	25	16
Male	71	1489	40644	95	99	98	593	575	549	1	2	4	3	8	15	82	77	74	14	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	28	499	32672	93	97	99	595	579	548	4	2	4	4	5	14	75	79	76	18	13	6
Asian/Pacific Islander	NC	121	1945	NC	100	99	NC	605	592	NC	NA	1	NC	4	4	NC	69	69	NC	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	104	2135	36602	95	99	99	611	590	579	NA	1	2	NA	5	7	68	74	75	32	20	16
Students with Disabilities	17	378	9919	71	93	93	571	532	505	6	6	9	12	25	35	76	66	54	6	3	2
Students without Disabilities	126	2550	70081	100	100	100	609	596	571	NA	1	2	NA	2	7	70	76	79	30	21	12
Limited English Proficient Students	--	48	9571	--	98	96	--	527	502	--	6	10	--	21	29	--	71	60	--	2	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	21	599	37534	95	97	98	591	572	547	5	2	4	10	8	15	76	81	76	10	9	5
Non-Economically Disadvantaged	122	2329	42466	95	99	100	608	592	578	NA	1	2	NA	4	7	70	74	75	30	21	16

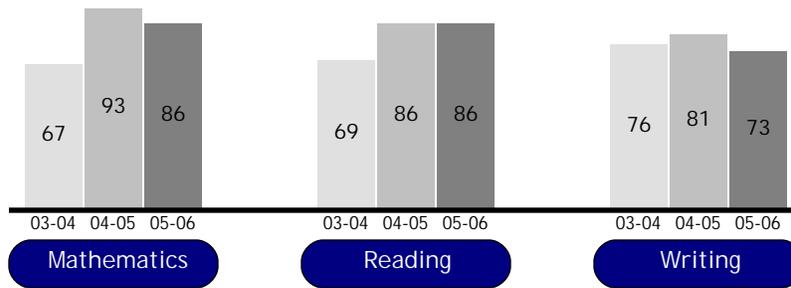
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	71	NA	58	99	61	61	47	99	65	65	46
	Language	98	64	63	50	99	63	60	47	99	63	65	48
	Mathematics	98	77	76	64	99	63	63	50	99	67	65	52
3	Reading	95	74	NA	55	99	63	60	44	97	70	67	46
	Language	93	81	76	61	99	61	57	44	97	72	61	46
	Mathematics	94	77	72	61	99	68	65	51	97	76	68	52
4	Reading	98	72	NA	56	99	62	61	48	97	75	70	52
	Language	97	70	66	52	99	59	60	49	99	75	68	52
	Mathematics	98	78	73	61	99	71	68	53	98	80	73	58
5	Reading	96	75	NA	55	99	66	63	50	96	73	73	56
	Language	96	72	63	49	99	66	62	50	99	67	70	54
	Mathematics	96	82	77	63	99	65	62	49	99	67	67	52
6	Reading	99	75	NA	56	97	68	64	51	91	78	75	56
	Language	99	71	64	48	97	67	62	47	93	68	68	50
	Mathematics	99	88	81	66	97	72	69	52	94	78	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/

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

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü Community Involvement
- Ü Funding Alternatives

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	47.00
Other Professional Staff	4.50	Teacher Aide	21.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	0
4 to 6 years	7	3	0	0
7 to 9 years	3	5	0	0
10 or more years	7	15	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	45
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 Multi-purpose Room
- Ü Network Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council, Mad Science
- Ü FFE Service Club, Chess Club
- Ü Computer Club, Study Club
- Ü Young Rembrant's, Foothills Art
- Ü Hooked on Health, Walk/Jog/Run Club
- Ü Elements of Music

Social Services

- Ü Social Worker
- Ü Health Services
- Ü Breakfast Program
- Ü Recreational Activities

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü AIMS scores for the second through sixth grades were above the state and district average in reading, language and math.

- ü Terra Nova Achievement Test scores above state and national averages in all areas, as well as above the district average for each category.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	95	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

In order to promote a safe and orderly climate for learning, FFE focuses on a positive discipline approach, using the 6 pillars of the Character Counts program. FFE has also incorporated a Responsibility Center into its positive discipline program. In addition a Bullying curriculum is being delivered to each classroom by the school social worker.

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	John C. Maas	(480) 507-1624
Transportation Policy	Jay Morris	(480) 497-3311
Community Resources	Michele Osborne	(480) 507-1624
School Nutrition Programs	Cathy McDermott	(480) 507-1624
Parent Organization	Robin Hall	(480) 507-1624
Student Health/Nurse	Arlene Mancuso	(480) 507-1624

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.

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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** 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.