

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1150 W. Erie St, Chandler, AZ 85224

Chandler 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	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 : Ms. Barbara Kowalinski
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : www.chandler.k12.az.us
 Phone Number : (480) 812-6300
 Fax Number : (480) 812-6320
 E-mail : kowalinski.barbar@chandler.k12.az.us

Mission

Erie Elementary School's mission is to prepare a community of lifelong learners to be productive, empowered citizens capable of successfully participating in society by providing a quality education in a caring, challenging and safe 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 To meet or exceed state and national scores on standardized tests.
- ü To develop and implement a system of authentic assessments which will allow for data comparison from year to year for school improvement.

Enrollment

October 1, 2005 School Year Student Enrollment : 581
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 66

Instructional Programs

- Priority Preschool (3-5 year olds)
- On-site Special Education
- Self-contained Special Education
- Early Entry Kindergarten
- All-Day Kindergarten
- Alternative Education Program K-3

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

At Erie we provide the necessary resources to ensure a high-quality and safe educational experience for students utilizing the best resources, technology and equipment to meet the educational goals of students. We effectively communicate with parents.

Parents

Parents are expected to: Make sure students attend school every day and are on time; be proactive in their child's education by participating in homework and family educational opportunities; and be cognizant of their child's academic progress.

Transportation Policy

Students who live 1+ mile from school are provided bus transportation. Students who are in special education programs and who don't live in the Erie attendance area are provided transportation. Open-enrollment students are transported by parents.

School Honors

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

Award/Honor	Year
• Administrator of the Year Award	2006
• NASA Teacher Representative/Teachers in Space Recipient	2002
• Intel/Hewlett Packard Teacher Award	1998
• Hispanic Teacher of the Year Award (Esperanza)	2004

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	44	2484	80010	96	97	99	454	465	447	7	5	10	16	11	18	55	53	53	23	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	1199	38935	95	97	99	461	466	447	5	4	9	16	12	19	58	54	55	21	30	17
Male	24	1281	40974	92	96	98	449	465	448	8	6	11	17	11	18	50	52	52	25	31	19
African American	NC	138	4201	NC	97	99	NC	443	430	NC	4	17	NC	26	23	NC	56	51	NC	14	9
Hispanic	23	767	34545	100	96	99	442	441	432	9	12	14	13	20	24	74	54	53	4	14	9
Asian/Pacific Islander	NC	149	2068	NC	99	99	NC	486	474	NC	NA	4	NC	5	10	NC	47	50	NC	48	36
American Indian/Alaskan Native	NC	33	3979	NC	97	96	NC	452	424	NC	3	17	NC	18	30	NC	64	47	NC	15	6
White	17	1395	35142	89	97	99	469	479	465	6	2	5	18	6	11	35	52	56	41	40	28
Students with Disabilities	17	312	10161	94	89	93	431	436	419	12	15	28	35	24	28	41	47	36	12	14	8
Students without Disabilities	27	2172	69849	96	98	100	468	469	451	4	4	7	4	10	17	63	54	56	30	33	19
Limited English Proficient Students	NC	205	14013	NC	94	97	NC	413	413	NC	26	24	NC	30	34	NC	39	39	NC	5	3
Migrant Students	NC	10	603	NC	83	96	NC	NA	417	NC	NA	22	NC	NA	32	NC	NA	42	NC	NA	4
Economically Disadvantaged	23	727	39029	96	94	98	443	439	432	9	12	14	26	23	25	52	52	52	13	14	9
Non-Economically Disadvantaged	21	1757	40981	95	98	100	466	476	462	5	2	6	5	7	13	57	53	54	33	38	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	44	2477	79438	96	97	98	447	467	451	9	5	9	32	17	24	50	61	56	9	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	1201	38775	95	97	99	454	475	457	5	3	7	21	14	22	58	61	58	16	21	13
Male	24	1272	40560	92	96	97	440	460	446	13	7	12	42	19	25	42	60	54	4	13	9
African American	NC	137	4178	NC	96	98	NC	452	439	NC	8	13	NC	26	29	NC	55	52	NC	11	6
Hispanic	23	763	34297	100	95	98	434	440	434	9	12	14	39	30	31	48	51	50	4	6	5
Asian/Pacific Islander	NC	150	2063	NC	99	99	NC	484	475	NC	NA	3	NC	12	15	NC	67	63	NC	21	20
American Indian/Alaskan Native	NC	34	3940	NC	100	95	NC	457	429	NC	3	14	NC	21	36	NC	74	47	NC	3	3
White	17	1391	34887	89	97	98	459	482	471	12	2	4	18	9	15	59	66	63	12	23	18
Students with Disabilities	17	303	9588	94	86	88	422	431	416	18	18	30	47	32	32	35	45	34	NA	5	5
Students without Disabilities	27	2174	69850	96	98	100	462	472	456	4	3	7	22	15	23	59	63	59	15	19	12
Limited English Proficient Students	NC	204	13856	NC	94	96	NC	404	407	NC	31	27	NC	43	43	NC	25	29	NC	1	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	23	727	38685	96	94	97	438	437	435	9	12	14	43	32	32	39	50	50	9	5	5
Non-Economically Disadvantaged	21	1750	40753	95	98	99	456	480	467	10	2	5	19	11	16	62	65	62	10	22	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	43	2518	79971	93	98	99	438	444	423	NA	4	8	35	27	41	65	65	49	NA	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	1214	38974	95	98	99	453	457	437	NA	3	5	21	20	33	79	72	57	NA	6	4
Male	23	1300	40895	88	98	98	426	432	410	NA	5	10	48	34	47	52	58	41	NA	3	2
African American	NC	140	4203	NC	99	99	NC	436	411	NC	5	11	NC	31	45	NC	62	43	NC	1	2
Hispanic	23	776	34481	100	97	99	440	424	410	NA	7	10	35	36	46	65	55	43	NA	2	1
Asian/Pacific Islander	NC	150	2067	NC	99	99	NC	471	449	NC	1	4	NC	18	28	NC	71	60	NC	10	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	431	409	NC	6	10	NC	34	47	NC	60	42	NC	NA	1
White	16	1415	35150	84	99	99	441	453	437	NA	2	5	31	22	35	69	70	56	NA	5	5
Students with Disabilities	15	339	10258	83	96	94	425	406	377	NA	12	23	47	47	51	53	40	25	NA	1	1
Students without Disabilities	28	2179	69713	100	98	100	445	450	429	NA	3	5	29	24	39	71	69	52	NA	5	3
Limited English Proficient Students	NC	206	13985	NC	94	97	NC	383	382	NC	19	18	NC	45	54	NC	35	27	NC	1	0
Migrant Students	NC	10	608	NC	83	97	NC	NA	389	NC	NA	16	NC	NA	50	NC	NA	33	NC	NA	0
Economically Disadvantaged	23	738	38994	96	95	98	435	420	409	NA	8	10	35	39	47	65	51	41	NA	2	1
Non-Economically Disadvantaged	20	1780	40977	91	100	100	442	454	437	NA	3	5	35	22	34	65	71	56	NA	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	65	2509	80147	93	98	99	496	508	482	3	5	11	6	10	17	65	45	49	26	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1186	39281	91	98	99	495	509	483	NA	4	9	6	9	17	75	44	50	19	43	24
Male	33	1320	40780	94	97	98	498	506	482	6	6	12	6	10	17	55	46	48	33	38	24
African American	NC	129	4249	NC	94	99	NC	480	464	NC	9	17	NC	16	22	NC	54	48	NC	21	13
Hispanic	30	756	33494	97	98	99	486	482	466	7	10	15	10	19	23	70	48	49	13	23	14
Asian/Pacific Islander	NC	148	2103	NC	100	99	NC	538	515	NC	1	4	NC	2	8	NC	33	44	NC	64	45
American Indian/Alaskan Native	NC	23	4117	NC	96	96	NC	471	456	NC	17	19	NC	13	27	NC	52	46	NC	17	8
White	21	1453	36122	88	97	99	512	521	501	NA	2	5	5	5	10	52	44	50	43	50	35
Students with Disabilities	10	335	10295	91	89	92	NA	469	443	NA	17	33	NA	22	26	NA	45	33	NA	16	8
Students without Disabilities	55	2174	69852	93	99	100	502	513	488	2	3	7	7	8	16	60	45	51	31	45	26
Limited English Proficient Students	NC	201	12722	NC	98	97	NC	442	441	NC	26	27	NC	32	33	NC	38	37	NC	3	3
Migrant Students	--	15	622	--	100	97	--	439	454	--	33	19	--	33	30	--	20	43	--	13	8
Economically Disadvantaged	30	689	38371	97	96	97	489	475	465	3	11	15	3	20	23	77	52	49	17	17	13
Non-Economically Disadvantaged	35	1820	41776	90	98	100	502	520	498	3	2	6	9	5	11	54	42	49	34	50	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	65	2503	79686	93	97	98	474	486	470	6	7	11	25	16	24	65	64	57	5	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1183	39163	91	98	99	477	492	475	3	5	9	25	14	22	66	66	60	6	15	10
Male	33	1317	40438	94	97	97	471	480	465	9	8	13	24	18	25	64	62	54	3	11	7
African American	NC	128	4228	NC	93	98	NC	467	458	NC	7	15	NC	28	28	NC	59	53	NC	6	4
Hispanic	30	752	33299	97	98	98	462	459	452	13	16	17	27	27	32	60	52	47	NA	5	3
Asian/Pacific Islander	NC	148	2097	NC	100	99	NC	502	490	NC	2	5	NC	6	13	NC	74	68	NC	18	14
American Indian/Alaskan Native	NC	23	4087	NC	96	96	NC	445	446	NC	9	16	NC	52	38	NC	39	44	NC	NA	2
White	21	1452	35914	88	97	98	492	500	489	NA	2	5	19	10	15	71	70	67	10	18	14
Students with Disabilities	10	330	9808	91	88	87	NA	447	432	NA	22	35	NA	30	32	NA	41	30	NA	6	3
Students without Disabilities	55	2173	69878	93	99	100	481	491	475	5	4	8	18	14	23	71	68	61	5	14	9
Limited English Proficient Students	NC	197	12594	NC	96	96	NC	415	422	NC	45	34	NC	38	45	NC	17	21	NC	NA	0
Migrant Students	--	15	611	--	100	95	--	412	439	--	47	22	--	33	39	--	20	37	--	NA	2
Economically Disadvantaged	30	685	38095	97	96	97	456	452	452	10	17	17	33	31	32	57	50	48	NA	2	3
Non-Economically Disadvantaged	35	1818	41591	90	98	99	489	498	486	3	3	6	17	10	16	71	70	65	9	17	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	65	2539	80372	93	99	99	485	492	475	3	2	4	20	20	30	74	74	64	3	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1200	39452	91	99	99	490	503	488	3	2	3	19	13	22	72	80	72	6	5	3
Male	33	1336	40836	94	98	98	480	482	464	3	3	6	21	27	37	76	68	56	NA	2	1
African American	NC	131	4264	NC	96	99	NC	478	465	NC	2	5	NC	27	35	NC	68	59	NC	2	1
Hispanic	30	763	33608	97	99	99	478	471	462	3	4	6	23	31	36	73	63	57	NA	1	1
Asian/Pacific Islander	NC	148	2098	NC	100	99	NC	513	500	NC	NA	2	NC	10	16	NC	84	75	NC	6	7
American Indian/Alaskan Native	NC	23	4128	NC	96	97	NC	468	464	NC	4	4	NC	35	39	NC	61	56	NC	NA	1
White	21	1474	36213	88	99	99	494	502	489	NA	1	2	19	14	22	76	80	72	5	5	3
Students with Disabilities	10	357	10526	91	95	94	NA	455	427	NA	5	15	NA	50	53	NA	45	31	NA	1	1
Students without Disabilities	55	2182	69846	93	99	100	490	497	482	2	2	3	13	15	26	82	79	69	4	4	2
Limited English Proficient Students	NC	203	12747	NC	99	97	NC	430	432	NC	12	12	NC	54	52	NC	34	36	NC	NA	0
Migrant Students	--	15	621	--	100	97	--	419	452	--	13	9	--	53	40	--	33	51	--	NA	0
Economically Disadvantaged	30	696	38521	97	97	98	469	465	461	7	4	6	30	38	38	63	57	55	NA	1	1
Non-Economically Disadvantaged	35	1843	41851	90	100	100	499	502	489	NA	1	3	11	14	22	83	80	72	6	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	66	2492	79306	100	98	99	508	526	504	8	6	13	18	11	20	56	52	49	18	31	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	1246	38845	100	97	99	502	527	505	11	6	11	22	10	20	48	53	50	19	31	18
Male	39	1243	40383	100	98	98	511	525	504	5	7	14	15	12	19	62	51	47	18	30	19
African American	NC	168	4171	NC	98	98	NC	511	485	NC	12	20	NC	18	26	NC	51	44	NC	20	10
Hispanic	31	722	32673	100	98	99	500	502	487	6	11	18	19	20	25	68	53	46	6	15	10
Asian/Pacific Islander	NC	172	2147	NC	100	99	NC	553	539	NC	2	5	NC	3	10	NC	45	46	NC	49	40
American Indian/Alaskan Native	NC	29	4034	NC	91	97	NC	503	479	NC	10	22	NC	24	29	NC	45	43	NC	21	7
White	26	1400	36234	100	97	99	521	537	523	4	3	6	15	6	13	50	53	52	31	38	28
Students with Disabilities	19	352	10286	100	88	91	487	476	462	11	27	41	32	28	27	53	38	27	5	8	5
Students without Disabilities	47	2140	69020	100	99	100	516	533	510	6	3	9	13	8	18	57	54	52	23	34	21
Limited English Proficient Students	NC	179	10291	NC	97	96	NC	467	458	NC	28	38	NC	34	34	NC	36	26	NC	2	2
Migrant Students	--	12	630	--	100	95	--	509	478	--	8	24	--	17	27	--	75	43	--	NA	6
Economically Disadvantaged	34	673	37437	100	97	97	500	499	486	9	12	19	18	22	26	68	53	46	6	13	9
Non-Economically Disadvantaged	32	1819	41869	100	98	100	516	536	521	6	4	7	19	7	14	44	52	51	31	37	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	66	2499	79000	100	98	98	492	504	489	8	6	10	27	16	24	53	65	58	12	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	1252	38774	100	98	99	484	510	494	7	4	7	33	13	22	48	68	61	11	15	10
Male	39	1244	40150	100	98	98	498	498	485	8	7	12	23	19	25	56	62	55	13	12	8
African American	NC	170	4153	NC	99	98	NC	495	476	NC	6	13	NC	19	30	NC	67	53	NC	8	4
Hispanic	31	719	32508	100	98	98	479	481	472	10	10	15	29	29	33	55	55	49	6	6	3
Asian/Pacific Islander	NC	172	2142	NC	100	99	NC	517	510	NC	3	4	NC	9	14	NC	72	67	NC	16	16
American Indian/Alaskan Native	NC	30	4016	NC	94	96	NC	489	467	NC	10	14	NC	30	37	NC	53	46	NC	7	2
White	26	1407	36135	100	98	98	507	516	508	NA	3	4	31	10	14	54	69	67	15	17	15
Students with Disabilities	19	358	9991	100	90	88	475	458	449	11	23	33	47	40	36	42	34	29	NA	3	2
Students without Disabilities	47	2141	69009	100	99	100	499	511	495	6	3	6	19	13	22	57	70	62	17	15	10
Limited English Proficient Students	NC	175	10199	NC	95	95	NC	441	439	NC	31	35	NC	46	47	NC	23	18	NC	1	0
Migrant Students	--	12	629	--	100	95	--	477	457	--	NA	22	--	25	41	--	75	37	--	NA	1
Economically Disadvantaged	34	672	37234	100	97	97	482	479	472	9	11	15	35	30	33	50	53	50	6	6	3
Non-Economically Disadvantaged	32	1827	41766	100	98	99	503	513	505	6	3	5	19	11	16	56	69	65	19	16	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	66	2528	79611	100	99	99	494	514	496	5	4	7	42	24	37	53	71	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	1263	39016	100	99	99	508	526	511	4	3	4	30	17	29	67	79	66	NA	1	1
Male	39	1262	40519	100	99	98	483	503	482	5	5	10	51	31	44	44	63	46	NA	0	0
African American	NC	171	4188	NC	99	98	NC	514	486	NC	4	9	NC	20	40	NC	76	50	NC	NA	0
Hispanic	31	726	32855	100	99	99	488	491	481	6	7	10	35	37	43	58	55	47	NA	1	0
Asian/Pacific Islander	NC	172	2149	NC	100	100	NC	526	519	NC	5	4	NC	15	24	NC	78	70	NC	2	2
American Indian/Alaskan Native	NC	32	3992	NC	100	96	NC	495	478	NC	6	10	NC	44	46	NC	50	44	NC	NA	0
White	26	1426	36380	100	99	99	499	525	511	4	2	4	42	19	30	54	78	65	NA	1	1
Students with Disabilities	19	387	10664	100	97	94	477	461	440	5	14	23	63	53	54	32	32	22	NA	1	1
Students without Disabilities	47	2141	68947	100	99	100	500	523	504	4	2	4	34	19	34	62	78	61	NA	1	1
Limited English Proficient Students	NC	175	10362	NC	95	97	NC	437	438	NC	21	22	NC	57	57	NC	22	21	NC	1	NA
Migrant Students	--	12	636	--	100	96	--	487	467	--	NA	14	--	58	47	--	42	38	--	NA	0
Economically Disadvantaged	34	679	37626	100	98	98	479	489	479	9	8	10	50	39	45	41	53	45	NA	1	0
Non-Economically Disadvantaged	32	1849	41985	100	100	100	509	523	511	NA	3	4	34	19	30	66	78	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	81	2387	79327	100	98	98	510	543	518	21	11	19	20	12	20	48	49	46	11	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1181	38961	100	98	98	508	545	520	21	9	16	21	12	20	45	50	48	13	29	16
Male	43	1202	40295	100	97	97	511	541	516	21	12	21	19	12	19	51	49	44	9	27	16
African American	NC	162	4247	NC	98	98	NC	520	499	NC	13	27	NC	22	24	NC	52	41	NC	13	8
Hispanic	39	687	32327	100	98	98	501	510	499	23	22	27	28	21	25	44	45	41	5	12	8
Asian/Pacific Islander	--	160	1939	--	99	99	--	578	556	--	1	6	--	4	10	--	46	47	--	49	36
American Indian/Alaskan Native	NC	27	4391	NC	96	96	NC	521	489	NC	19	32	NC	22	27	NC	33	36	NC	26	4
White	34	1351	36373	100	97	98	520	558	538	18	5	10	12	7	14	56	52	52	15	36	25
Students with Disabilities	18	316	9321	100	88	87	468	490	467	50	35	54	22	23	22	28	35	21	NA	7	3
Students without Disabilities	63	2071	70006	100	99	100	522	550	524	13	7	14	19	11	19	54	51	49	14	31	18
Limited English Proficient Students	10	185	9431	100	97	95	NA	471	466	NA	52	53	NA	25	27	NA	19	18	NA	3	1
Migrant Students	--	10	635	--	100	94	--	NA	488	--	NA	31	--	NA	29	--	NA	36	--	NA	4
Economically Disadvantaged	44	637	37097	98	97	97	494	504	498	30	26	27	27	22	25	39	43	41	5	10	7
Non-Economically Disadvantaged	37	1750	42230	100	98	99	528	556	535	11	5	11	11	9	15	59	52	50	19	35	24

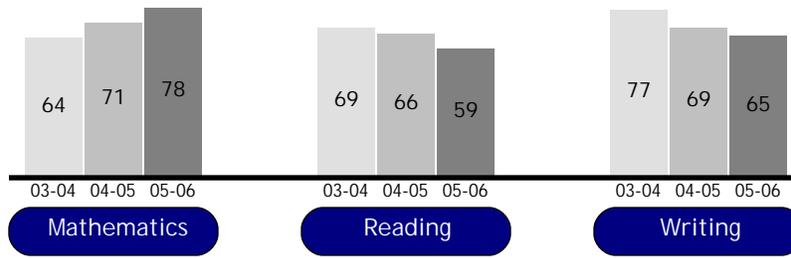
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	2389	79501	100	98	98	490	513	497	10	6	10	31	17	25	57	70	60	2	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1180	39062	100	98	99	493	518	502	13	5	8	18	14	23	66	74	64	3	8	5
Male	43	1205	40368	100	97	98	488	508	491	7	7	13	42	21	27	49	65	57	2	7	3
African American	NC	162	4279	NC	98	99	NC	494	485	NC	9	14	NC	28	30	NC	60	54	NC	2	2
Hispanic	39	684	32389	100	98	98	481	487	478	10	14	16	41	30	34	46	53	48	3	3	1
Asian/Pacific Islander	--	160	1936	--	99	99	--	531	519	--	1	3	--	9	14	--	76	73	--	14	9
American Indian/Alaskan Native	NC	27	4401	NC	96	96	NC	497	473	NC	11	17	NC	26	40	NC	56	43	NC	7	1
White	34	1356	36446	100	98	99	504	526	516	6	2	4	21	10	15	71	78	73	3	9	7
Students with Disabilities	18	318	9411	100	88	88	455	469	453	28	24	36	56	38	36	17	35	26	NA	3	1
Students without Disabilities	63	2071	70090	100	99	100	500	519	502	5	3	7	24	14	24	68	75	65	3	8	5
Limited English Proficient Students	10	182	9401	100	95	94	NA	443	443	NA	43	40	NA	43	46	NA	14	14	NA	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	44	634	37183	98	96	97	475	481	479	14	17	16	39	32	34	48	49	49	NA	2	1
Non-Economically Disadvantaged	37	1755	42318	100	98	99	508	524	513	5	2	5	22	12	17	68	77	70	5	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	81	2426	80000	100	99	99	565	582	564	NA	2	3	7	5	11	84	75	75	9	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1192	39288	100	99	99	577	595	579	NA	1	2	5	3	6	82	70	77	13	26	16
Male	43	1230	40644	100	99	98	554	569	549	NA	3	4	9	7	15	86	80	74	5	10	7
African American	NC	164	4307	NC	99	99	NC	577	551	NC	1	4	NC	7	13	NC	79	75	NC	14	7
Hispanic	39	694	32672	100	99	99	561	557	548	NA	4	4	3	11	14	92	76	76	5	9	6
Asian/Pacific Islander	--	160	1945	--	99	99	--	605	592	--	1	1	--	1	4	--	67	69	--	31	25
American Indian/Alaskan Native	NC	27	4424	NC	96	97	NC	575	549	NC	NA	3	NC	11	14	NC	67	77	NC	22	5
White	34	1381	36602	100	100	99	574	593	579	NA	1	2	9	2	7	82	75	75	9	21	16
Students with Disabilities	18	346	9919	100	96	93	525	533	505	NA	5	9	33	20	35	67	71	54	NA	4	2
Students without Disabilities	63	2080	70081	100	100	100	577	590	571	NA	1	2	NA	3	7	89	76	79	11	20	12
Limited English Proficient Students	10	189	9571	100	99	96	NA	501	502	NA	10	10	NA	30	29	NA	60	60	NA	NA	1
Migrant Students	--	10	654	--	100	97	--	NA	534	--	NA	7	--	NA	16	--	NA	74	--	NA	3
Economically Disadvantaged	44	644	37534	98	98	98	550	552	547	NA	4	4	11	13	15	84	77	76	5	7	5
Non-Economically Disadvantaged	37	1782	42466	100	100	100	583	593	578	NA	1	2	3	3	7	84	74	75	14	22	16

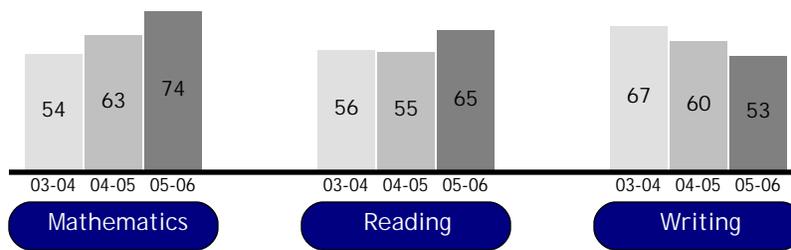
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	68	NA	58	100	48	53	47	100	46	56	46
	Language	100	69	58	50	100	50	52	47	100	50	59	48
	Mathematics	100	77	71	64	100	52	58	50	100	56	65	52
3	Reading	97	51	NA	55	99	46	54	44	98	43	58	46
	Language	97	55	66	61	99	41	52	44	96	50	56	46
	Mathematics	97	59	66	61	99	49	61	51	98	58	63	52
4	Reading	100	45	NA	56	100	47	56	48	93	56	61	52
	Language	100	48	59	52	100	46	56	49	93	58	63	52
	Mathematics	100	61	68	61	100	52	62	53	93	67	72	58
5	Reading	100	59	NA	55	98	42	57	50	100	59	65	56
	Language	100	56	56	49	98	41	58	50	100	52	63	54
	Mathematics	100	67	69	63	98	42	58	49	100	58	65	52
6	Reading	100	68	NA	56	100	48	60	51	100	54	67	56
	Language	100	56	57	48	100	45	55	47	100	41	59	50
	Mathematics	100	72	74	66	100	58	63	52	100	48	72	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development and Technology
- Ü School Safety Issues
- Ü Student Discipline
- Ü Budget
- Ü Student Assessment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	2.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	3	0	0
4 to 6 years	7	2	1	0
7 to 9 years	2	1	0	0
10 or more years	16	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Application Lab (Two Labs)

Extracurricular Activities

- Ü Student Council
- Ü Tutorials and Parent Partnerships
- Ü Chorus
- Ü Running Club
- Ü Basketball Club
- Ü Yoga Club
- Ü Homework Club
- Ü Drama Club

Social Services

- Ü Before/After School Child Care
- Ü Breakfast Program
- Ü Lunch Program
- Ü Early Entry Kindergarten Program
- Ü All Day kindergarten
- Ü Priority Preschool for Special Needs

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Scored at or above state and national averages on TerraNova and AIMS.

- ü Maintained daily attendance at 95% all year.

- ü Mrs. Rosalinda Eckert, 1st grade teacher, was awarded Hispanic Teacher of the Year for 2004-2005, via the Esperanza Award.

- ü Mrs. Barbara Kowalinski, Principal, received the Chandler Chamber of Commerce, Administrator of the Year Award for the 2005-2006 school year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	85	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

Staff on duty wear orange vests so students and parents can find them quickly. Crisis plans are in place and practiced regularly. School has implemented Peer Mediation Program and teachers have been trained in the Bullies and Victim Program.

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) :

1

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	Barbara J. Kowalinski	(480) 812-6300
Transportation Policy	Sterling Skouson	(480) 812-7240
Community Resources	Terry Locke	(480) 812-7000
School Nutrition Programs	CUSD	(480) 812-7240
Parent Organization	Mercedes Benfield	(480) 812-6300
Student Health/Nurse	Gwen Fleming	(480) 812-6300

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.