

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

125 S 132nd St, Chandler, AZ 85225

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 Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Dr. Johanna Even
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-6
 Web Address : ww2.chandler.k12.az.us
 Phone Number : (480) 812-6800
 Fax Number : (480) 812-6820
 E-mail : even.johanna@chandler.k12.az.us

Mission

Vision Statement: Preparing all students with the academic and social skills necessary to pursue any dream.

We accomplish this through the use of active engagement strategies, individualizing instruction to address a range of student needs, and through utilizing Responsive Classroom strategies to help students learn the C.A.R.E.S. (cooperation, assertion, responsibility, empathy and self control) qualities which will contribute to success in school and throughout life.

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 Each student will strengthen and improving reading comprehension and achievement.
- ü Each student will strengthen and improve utilization of critical thinking and mathematical problem solving skills.
- ü All students will develop their ability to utilize the writing process to develop thorough written compositions in a range of genres.
- ü All students will demonstrate the qualities of C.A.R.E.S. (cooperation, assertion, responsibility, empathy, and self control).

Enrollment

October 1, 2005 School Year Student Enrollment : 549
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 45

Instructional Programs

- Ü Full-Day Kindergarten
- Ü On-site Special Education
- Ü ELL
- Ü Counseling

Calendar Information

Number of Instruction Days :	177
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

All students and staff have the right to a safe, secure school. Parents receive a handbook, monthly newsletters, and weekly communication from teachers. Report cards and progress reports are sent quarterly; formal conferences are held tri-annually.

Parents

Our parents are responsible for their child's attendance and punctuality. Parents are also expected to provide home support for homework and the Zoom Into Reading home reading program. Support for school discipline and safety policies is expected. Parents are always welcome to visit the school and to volunteer in classrooms and for special events.

Transportation Policy

Our boundaries encompass 4 square miles from Ray Road south to Germann and from Cooper Road east to Gilbert Road. Busing is provided to our students who reside more than a mile from the school. Students are expected to follow the district bus rules.

School Honors

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

Award/Honor	Year
Ü Battle of the Books District Champions	2005
Ü First Place United Food Bank Food Drive	2005
Ü First Place United Food Bank Food Drive	2006
Ü Colonial Wiamsburg Scholarship	2003

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	78	2484	80010	98	97	99	450	465	447	8	5	10	15	11	18	62	53	53	15	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1199	38935	95	97	99	455	466	447	2	4	9	17	12	19	61	54	55	20	30	17
Male	36	1281	40974	97	96	98	445	465	448	14	6	11	11	11	18	64	52	52	11	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	26	767	34545	93	96	99	443	441	432	15	12	14	8	20	24	69	54	53	8	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	43	1395	35142	96	97	99	455	479	465	5	2	5	16	6	11	58	52	56	21	40	28
Students with Disabilities	NC	312	10161	NC	89	93	NC	436	419	NC	15	28	NC	24	28	NC	47	36	NC	14	8
Students without Disabilities	71	2172	69849	100	98	100	453	469	451	6	4	7	14	10	17	63	54	56	17	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	--	10	603	--	83	96	--	NA	417	--	NA	22	--	NA	32	--	NA	42	--	NA	4
Economically Disadvantaged	23	727	39029	92	94	98	443	439	432	17	12	14	17	23	25	48	52	52	17	14	9
Non-Economically Disadvantaged	55	1757	40981	100	98	100	452	476	462	4	2	6	15	7	13	67	53	54	15	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	78	2477	79438	98	97	98	460	467	451	3	5	9	14	17	24	73	61	56	10	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1201	38775	95	97	99	472	475	457	NA	3	7	2	14	22	83	61	58	15	21	13
Male	36	1272	40560	97	96	97	448	460	446	6	7	12	28	19	25	61	60	54	6	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	26	763	34297	93	95	98	455	440	434	4	12	14	12	30	31	85	51	50	NA	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	43	1391	34887	96	97	98	465	482	471	2	2	4	16	9	15	63	66	63	19	23	18
Students with Disabilities	NC	303	9588	NC	86	88	NC	431	416	NC	18	30	NC	32	32	NC	45	34	NC	5	5
Students without Disabilities	71	2174	69850	100	98	100	463	472	456	3	3	7	8	15	23	79	63	59	10	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	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	23	727	38685	92	94	97	447	437	435	4	12	14	22	32	32	74	50	50	NA	5	5
Non-Economically Disadvantaged	55	1750	40753	100	98	99	466	480	467	2	2	5	11	11	16	73	65	62	15	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	81	2518	79971	100	98	99	428	444	423	4	4	8	41	27	41	54	65	49	1	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1214	38974	100	98	99	446	457	437	NA	3	5	33	20	33	65	72	57	2	6	4
Male	37	1300	40895	100	98	98	405	432	410	8	5	10	51	34	47	41	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	28	776	34481	100	97	99	419	424	410	7	7	10	39	36	46	54	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	44	1415	35150	98	99	99	426	453	437	2	2	5	43	22	35	52	70	56	2	5	5
Students with Disabilities	10	339	10258	100	96	94	NA	406	377	NA	12	23	NA	47	51	NA	40	25	NA	1	1
Students without Disabilities	71	2179	69713	100	98	100	433	450	429	3	3	5	37	24	39	59	69	52	1	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	--	10	608	--	83	97	--	NA	389	--	NA	16	--	NA	50	--	NA	33	--	NA	0
Economically Disadvantaged	24	738	38994	96	95	98	411	420	409	8	8	10	33	39	47	54	51	41	4	2	1
Non-Economically Disadvantaged	57	1780	40977	100	100	100	434	454	437	2	3	5	44	22	34	54	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	81	2509	80147	99	98	99	479	508	482	10	5	11	17	10	17	58	45	49	15	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1186	39281	97	98	99	481	509	483	7	4	9	21	9	17	57	44	50	14	43	24
Male	52	1320	40780	98	97	98	477	506	482	12	6	12	15	10	17	60	46	48	13	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	28	756	33494	100	98	99	478	482	466	11	10	15	21	19	23	50	48	49	18	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	43	1453	36122	96	97	99	479	521	501	12	2	5	14	5	10	58	44	50	16	50	35
Students with Disabilities	14	335	10295	78	89	92	446	469	443	36	17	33	14	22	26	43	45	33	7	16	8
Students without Disabilities	67	2174	69852	100	99	100	486	513	488	4	3	7	18	8	16	61	45	51	16	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	27	689	38371	100	96	97	469	475	465	15	11	15	22	20	23	52	52	49	11	17	13
Non-Economically Disadvantaged	54	1820	41776	98	98	100	484	520	498	7	2	6	15	5	11	61	42	49	17	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	81	2503	79686	99	97	98	474	486	470	7	7	11	19	16	24	70	64	57	4	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1183	39163	97	98	99	487	492	475	4	5	9	11	14	22	82	66	60	4	15	10
Male	52	1317	40438	98	97	97	467	480	465	10	8	13	23	18	25	63	62	54	4	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	28	752	33299	100	98	98	476	459	452	11	16	17	14	27	32	71	52	47	4	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	43	1452	35914	96	97	98	472	500	489	7	2	5	26	10	15	63	70	67	5	18	14
Students with Disabilities	14	330	9808	78	88	87	433	447	432	21	22	35	50	30	32	21	41	30	7	6	3
Students without Disabilities	67	2173	69878	100	99	100	483	491	475	4	4	8	12	14	23	81	68	61	3	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	27	685	38095	100	96	97	467	452	452	15	17	17	19	31	32	63	50	48	4	2	3
Non-Economically Disadvantaged	54	1818	41591	98	98	99	478	498	486	4	3	6	19	10	16	74	70	65	4	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	84	2539	80372	100	99	99	467	492	475	4	2	4	37	20	30	60	74	64	NA	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	1200	39452	100	99	99	468	503	488	7	2	3	28	13	22	66	80	72	NA	5	3
Male	54	1336	40836	100	98	98	466	482	464	2	3	6	43	27	37	56	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	28	763	33608	100	99	99	475	471	462	NA	4	6	36	31	36	64	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	46	1474	36213	100	99	99	458	502	489	7	1	2	39	14	22	54	80	72	NA	5	3
Students with Disabilities	17	357	10526	94	95	94	434	455	427	12	5	15	59	50	53	29	45	31	NA	1	1
Students without Disabilities	67	2182	69846	100	99	100	475	497	482	1	2	3	31	15	26	67	79	69	NA	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	27	696	38521	100	97	98	469	465	461	NA	4	6	44	38	38	56	57	55	NA	1	1
Non-Economically Disadvantaged	57	1843	41851	100	100	100	466	502	489	5	1	3	33	14	22	61	80	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	69	2492	79306	97	98	99	492	526	504	17	6	13	22	11	20	49	52	49	12	31	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1246	38845	94	97	99	502	527	505	12	6	11	18	10	20	56	53	50	15	31	18
Male	35	1243	40383	100	98	98	481	525	504	23	7	14	26	12	19	43	51	47	9	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	26	722	32673	96	98	99	477	502	487	23	11	18	27	20	25	42	53	46	8	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	35	1400	36234	100	97	99	497	537	523	17	3	6	17	6	13	54	53	52	11	38	28
Students with Disabilities	19	352	10286	90	88	91	445	476	462	63	27	41	26	28	27	11	38	27	NA	8	5
Students without Disabilities	50	2140	69020	100	99	100	510	533	510	NA	3	9	20	8	18	64	54	52	16	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	26	673	37437	96	97	97	487	499	486	8	12	19	31	22	26	54	53	46	8	13	9
Non-Economically Disadvantaged	43	1819	41869	98	98	100	494	536	521	23	4	7	16	7	14	47	52	51	14	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	69	2499	79000	97	98	98	482	504	489	12	6	10	28	16	24	55	65	58	6	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1252	38774	94	98	99	496	510	494	NA	4	7	24	13	22	68	68	61	9	15	10
Male	35	1244	40150	100	98	98	469	498	485	23	7	12	31	19	25	43	62	55	3	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	26	719	32508	96	98	98	466	481	472	15	10	15	42	29	33	42	55	49	NA	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	35	1407	36135	100	98	98	487	516	508	11	3	4	20	10	14	60	69	67	9	17	15
Students with Disabilities	19	358	9991	90	90	88	449	458	449	32	23	33	42	40	36	26	34	29	NA	3	2
Students without Disabilities	50	2141	69009	100	99	100	495	511	495	4	3	6	22	13	22	66	70	62	8	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	26	672	37234	96	97	97	475	479	472	8	11	15	38	30	33	50	53	50	4	6	3
Non-Economically Disadvantaged	43	1827	41766	98	98	99	487	513	505	14	3	5	21	11	16	58	69	65	7	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	70	2528	79611	99	99	99	480	514	496	10	4	7	47	24	37	43	71	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1263	39016	97	99	99	507	526	511	NA	3	4	43	17	29	57	79	66	NA	1	1
Male	35	1262	40519	100	99	98	454	503	482	20	5	10	51	31	44	29	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	27	726	32855	100	99	99	459	491	481	15	7	10	59	37	43	26	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	35	1426	36380	100	99	99	489	525	511	9	2	4	43	19	30	49	78	65	NA	1	1
Students with Disabilities	20	387	10664	95	97	94	407	461	440	35	14	23	60	53	54	5	32	22	NA	1	1
Students without Disabilities	50	2141	68947	100	99	100	510	523	504	NA	2	4	42	19	34	58	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	27	679	37626	100	98	98	484	489	479	4	8	10	63	39	45	33	53	45	NA	1	0
Non-Economically Disadvantaged	43	1849	41985	98	100	100	479	523	511	14	3	4	37	19	30	49	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	76	2387	79327	96	98	98	500	543	518	28	11	19	21	12	20	39	49	46	12	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1181	38961	91	98	98	504	545	520	25	9	16	22	12	20	38	50	48	16	29	16
Male	42	1202	40295	95	97	97	497	541	516	31	12	21	19	12	19	40	49	44	10	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	25	687	32327	96	98	98	478	510	499	36	22	27	36	21	25	28	45	41	NA	12	8
Asian/Pacific Islander	NC	160	1939	NC	99	99	NC	578	556	NC	1	6	NC	4	10	NC	46	47	NC	49	36
American Indian/Alaskan Native	--	27	4391	--	96	96	--	521	489	--	19	32	--	22	27	--	33	36	--	26	4
White	42	1351	36373	95	97	98	517	558	538	24	5	10	7	7	14	48	52	52	21	36	25
Students with Disabilities	14	316	9321	82	88	87	455	490	467	57	35	54	36	23	22	7	35	21	NA	7	3
Students without Disabilities	62	2071	70006	100	99	100	510	550	524	21	7	14	18	11	19	47	51	49	15	31	18
Limited English Proficient Students	NC	185	9431	NC	97	95	NC	471	466	NC	52	53	NC	25	27	NC	19	18	NC	3	1
Migrant Students	--	10	635	--	100	94	--	NA	488	--	NA	31	--	NA	29	--	NA	36	--	NA	4
Economically Disadvantaged	28	637	37097	97	97	97	485	504	498	39	26	27	25	22	25	25	43	41	11	10	7
Non-Economically Disadvantaged	48	1750	42230	96	98	99	509	556	535	21	5	11	19	9	15	48	52	50	13	35	24

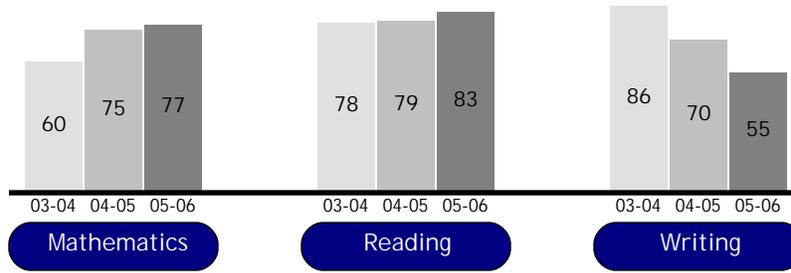
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	2389	79501	96	98	98	493	513	497	13	6	10	26	17	25	58	70	60	3	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1180	39062	91	98	99	494	518	502	6	5	8	38	14	23	53	74	64	3	8	5
Male	42	1205	40368	95	97	98	493	508	491	19	7	13	17	21	27	62	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	25	684	32389	96	98	98	480	487	478	12	14	16	40	30	34	48	53	48	NA	3	1
Asian/Pacific Islander	NC	160	1936	NC	99	99	NC	531	519	NC	1	3	NC	9	14	NC	76	73	NC	14	9
American Indian/Alaskan Native	--	27	4401	--	96	96	--	497	473	--	11	17	--	26	40	--	56	43	--	7	1
White	42	1356	36446	95	98	99	503	526	516	14	2	4	14	10	15	67	78	73	5	9	7
Students with Disabilities	14	318	9411	82	88	88	453	469	453	36	24	36	43	38	36	21	35	26	NA	3	1
Students without Disabilities	62	2071	70090	100	99	100	502	519	502	8	3	7	23	14	24	66	75	65	3	8	5
Limited English Proficient Students	NC	182	9401	NC	95	94	NC	443	443	NC	43	40	NC	43	46	NC	14	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	28	634	37183	97	96	97	484	481	479	14	17	16	32	32	34	50	49	49	4	2	1
Non-Economically Disadvantaged	48	1755	42318	96	98	99	498	524	513	13	2	5	23	12	17	63	77	70	2	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	79	2426	80000	100	99	99	556	582	564	6	2	3	6	5	11	82	75	75	5	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1192	39288	94	99	99	584	595	579	NA	1	2	6	3	6	82	70	77	12	26	16
Male	44	1230	40644	100	99	98	536	569	549	11	3	4	5	7	15	84	80	74	NA	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	26	694	32672	100	99	99	558	557	548	NA	4	4	8	11	14	92	76	76	NA	9	6
Asian/Pacific Islander	NC	160	1945	NC	99	99	NC	605	592	NC	1	1	NC	1	4	NC	67	69	NC	31	25
American Indian/Alaskan Native	--	27	4424	--	96	97	--	575	549	--	NA	3	--	11	14	--	67	77	--	22	5
White	44	1381	36602	100	100	99	551	593	579	11	1	2	5	2	7	75	75	75	9	21	16
Students with Disabilities	17	346	9919	100	96	93	479	533	505	24	5	9	12	20	35	65	71	54	NA	4	2
Students without Disabilities	62	2080	70081	100	100	100	577	590	571	2	1	2	5	3	7	87	76	79	6	20	12
Limited English Proficient Students	NC	189	9571	NC	99	96	NC	501	502	NC	10	10	NC	30	29	NC	60	60	NC	NA	1
Migrant Students	--	10	654	--	100	97	--	NA	534	--	NA	7	--	NA	16	--	NA	74	--	NA	3
Economically Disadvantaged	28	644	37534	97	98	98	546	552	547	4	4	4	7	13	15	89	77	76	NA	7	5
Non-Economically Disadvantaged	51	1782	42466	100	100	100	562	593	578	8	1	2	6	3	7	78	74	75	8	22	16

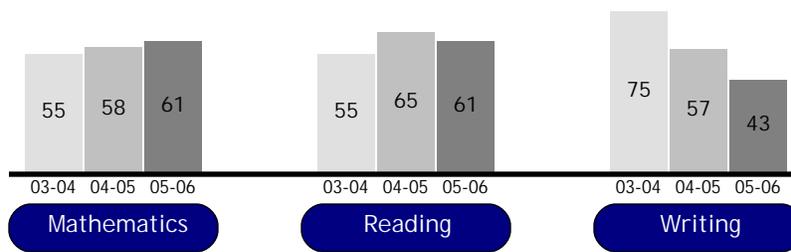
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	92	61	NA	58	100	46	53	47	100	34	56	46
	Language	95	63	58	50	100	38	52	47	100	34	59	48
	Mathematics	95	59	71	64	100	46	58	50	100	37	65	52
3	Reading	100	60	NA	55	100	50	54	44	98	52	58	46
	Language	100	65	66	61	100	47	52	44	100	52	56	46
	Mathematics	100	59	66	61	100	55	61	51	98	52	63	52
4	Reading	93	59	NA	56	99	50	56	48	99	50	61	52
	Language	96	53	59	52	99	45	56	49	100	54	63	52
	Mathematics	96	60	68	61	99	45	62	53	99	58	72	58
5	Reading	100	61	NA	55	100	48	57	50	97	48	65	56
	Language	100	52	56	49	100	44	58	50	99	46	63	54
	Mathematics	100	63	69	63	100	43	58	49	97	44	65	52
6	Reading	100	58	NA	56	98	55	60	51	96	52	67	56
	Language	100	49	57	48	98	50	55	47	100	37	59	50
	Mathematics	100	62	74	66	98	54	63	52	96	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."

Marshall Humphrey II Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü School Improvement
- Ü Monitor Student Discipline Plan
- Ü School Safety Issues
- Ü Curriculum Implementation
- Ü Parent/Educator Relations
- Ü Implementation of BOE Goals & 301 Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.50
Other Professional Staff	3.50	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	2	6	0	0
7 to 9 years	0	5	0	0
10 or more years	4	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	83
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 Outdoor Amphitheater/Covered Ramadas

Extracurricular Activities

- Ü Intersession Classes
- Ü Homework Help and Afterschool Tutoring
- Ü Sports (Basketball/Running Club/Cheer)
- Ü Arts/Chess/Math/News Clubs

Social Services

- Ü Breakfast Program
- Ü Book Exchange Program
- Ü Afterschool Day Care/Champions
- Ü All Day Kindergarten Scholarships
- Ü Clothing/Food Drives

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The percentage of 6th grade students meeting or exceeding standards on the AIMS writing assessment increased from 62% to 87%.
- ü Humphrey 5th grade percentage of students meeting or exceeding standards on the AIMS mathematics increased from 61% to 68%.
- ü The percentage of 4th grade students meeting or exceeding standards on the AIMS mathematics assessment increased by 14 percentage points (from 61% to 75%).
- ü The percentage of 3rd grade students falling far below the standard on AIMS writing decreased from 8% to 1%.

Student Activity Rates for School Year 2005-06

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

The campus is well-designed for a safe environment with limited access to the classrooms. We have a thorough School Safety Plan that is revised annually by our Safe School Committee. Our Police Liaison, DARE officer and school safety officer are frequently on campus. We have also created a student safety patrol to assist with safety at arrival and dismissal times.

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) :

6

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	Johanna Even	(480) 812-6808
Transportation Policy	Kathy Brown	(480) 812-7275
Community Resources	Connie Rice	(480) 812-6806
School Nutrition Programs	Kathy Brown	(480) 812-7240
Parent Organization	Tammy Messerole and Joanne Steinberg	(480) 812-6819
Student Health/Nurse	Christy Carson	(480) 812-6802

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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** Due to booklet size printing, print copies are produced in multiples of 4.