

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

500 S Arrowhead Dr, 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)

2004-05	Highly Performing
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mrs. Susie Jayne
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-6
 2005 Enrollment : 810
 Web Address : ww2.chandler.k12.az.us/conley-elementary
 Phone Number : (480) 812-6200
 Fax Number : (480) 812-6220
 E-mail : jaynes@chandler.k12.az.us

Mission

To provide students with the knowledge, skills and attitude necessary to be lifelong learners and responsible citizens. We are building a learning community that upholds these guiding principles: all children are capable of success; every child is gifted in some way; it is our responsibility to create a safe, nurturing environment where risk taking is not only accepted but also expected; everyday is a celebration and an opportunity to support the learning of others and attitude is everything!

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will demonstrate increased mastery of mathematics procedures and problem-solving as measured by district CAP benchmark assessments, as well as AIMS (Arizona Instrument for Measuring Standards).
- ü Students will show greater than one year's growth in language arts; reading, writing and grammar as measured by CAP benchmark assessments, as well as AIMS (Arizona Instrument for Measuring Standards).
- ü Students at Conley School will strive to increase individual scores above their previous year's performance. Students are encouraged to participate in afterschool activities to extend their learning beyond the classroom setting.
- ü Students will participate in the onsite science fair demonstrating a basic understanding of the scientific process of inquiry-based learning.

Enrollment

October 1, 2004 School Year Student Enrollment : 812
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 76

Instructional Programs

- ü Harcourt Trophies Program/Literacy Lab
- ü Scott Forsman Math
- ü Academ. Workplace Standards/Microsociety
- ü On site Special Education/Gifted K and 1
- ü Sound Partners Tutoring Program
- ü Full day Kindergarten
- ü Junior Achievement
- ü Art Masterpiece Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/25/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Conley maintains high academic standards and a safe and orderly environment that builds on the strengths of all children. Through character education and positive actions responsible choices are the expectation of all Conley students. Students pledge to live each day as responsible people who care. They accept others and celebrate their diversity. They act in such a way that they will be proud of themselves and others will be proud too. They come to school to learn and plan to have a great day.

Parents

Our first expectation for parents is involvement in their child's learning. Parents are expected to get their child to school on-time daily with proper rest and nourishment. They are expected to attend regular progress conferences. The goal is to communicate regularly with one another. We ask parents to provide their children with appropriate time and space for at-home learning and reading. Parents are encouraged to volunteer at school whenever possible and to support school goals and policies.

Transportation Policy

We transport boundary students who reside within one or more miles from Conley. Conley Boundaries: A. Pecos-Chandler Blvd (E/W), Alma School-Dobson (N/S). B. Chandler Blvd to Galveston (E/W), Dobson-Price (N/S). Students are expected to follow the appropriate behavior guidelines to ensure the safety of all students.

School Honors

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

Award/Honor	Year
ü A+ School of Excellence 2005	2005
ü Clean School Award	2004
ü Apple Award	2002

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	116	2417	79306	97	100	99	460	465	445	5	5	10	10	11	18	47	49	51	38	36	20
All Students (Prior Year)	124	2220	75509	98	100	100	528	531	521	7	8	13	22	19	23	38	37	33	33	36	31
Female	56	1140	38691	95	99	99	475	468	446	2	5	10	11	10	18	45	49	52	43	36	20
Male	60	1276	40583	100	100	99	448	463	445	7	5	11	9	11	18	49	49	50	35	35	21
African American	12	127	4041	100	100	99	457	434	426	18	8	17	18	20	23	27	55	50	36	17	10
Hispanic	32	750	32869	97	100	99	454	438	429	7	12	15	15	20	25	41	51	51	37	17	10
Asian/Pacific Islander	NC	121	1935	NC	100	99	NC	483	474	NC	2	3	NC	5	9	NC	40	48	NC	53	40
American Indian/Alaskan Native	NC	21	4264	NC	100	100	NC	406	419	NC	0	19	NC	60	30	NC	30	45	NC	10	6
White	69	1398	36197	97	100	99	464	481	463	2	2	5	5	5	11	54	48	53	39	46	31
Students with Disabilities	16	297	10321	100	100	100	350	385	389	29	18	30	14	22	27	50	45	34	7	16	9
Students without Disabilities	100	2123	69060	96	99	98	478	477	454	1	3	7	9	9	17	47	49	54	43	38	22
Limited English Proficient Students	NC	241	15509	NC	100	100	NC	381	406	NC	19	20	NC	26	30	NC	48	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	38	679	39415	97	90	96	455	439	431	8	13	15	14	21	25	53	54	50	25	13	10
Non-Economically Disadvantaged	78	1741	39966	98	100	100	463	476	459	3	2	6	8	7	12	44	47	52	45	45	30

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	117	2417	79395	98	0	99	463	462	446	4	4	9	12	15	25	66	64	55	18	17	11
All Students (Prior Year)	124	2224	75492	98	100	100	524	526	519	7	8	12	13	14	16	55	50	47	25	29	24
Female	57	1141	38743	97	0	100	482	471	451	2	3	7	8	13	24	69	63	57	21	21	12
Male	60	1275	40618	100	0	99	447	454	440	5	6	11	15	17	27	64	64	53	16	13	9
African American	12	127	4052	100	0	100	460	435	434	9	6	11	18	18	29	55	70	54	18	6	6
Hispanic	32	749	32915	97	0	99	451	434	426	7	12	15	19	30	35	63	51	47	11	8	4
Asian/Pacific Islander	NC	121	1936	NC	0	99	NC	474	468	NC	3	3	NC	7	14	NC	67	63	NC	22	19
American Indian/Alaskan Native	NC	21	4271	NC	0	100	NC	408	420	NC	0	15	NC	50	42	NC	45	41	NC	5	2
White	70	1399	36221	99	0	99	470	478	465	2	1	4	6	8	15	69	70	63	23	22	17
Students with Disabilities	16	298	10331	100	0	100	351	387	388	21	11	25	14	31	37	57	51	34	7	7	4
Students without Disabilities	101	2122	69139	97	0	99	481	473	454	1	3	7	11	13	24	67	65	58	20	18	11
Limited English Proficient Students	NC	241	15545	NC	0	100	NC	375	399	NC	19	21	NC	37	42	NC	41	35	NC	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	38	677	39484	97	0	96	450	436	429	6	12	14	25	32	35	67	52	47	3	4	4
Non-Economically Disadvantaged	79	1743	39986	99	0	100	470	473	461	3	1	4	4	9	16	66	68	63	27	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	116	2410	78869	97	100	99	454	458	442	6	3	6	6	13	21	76	69	63	12	14	10
All Students (Prior Year)	124	2206	75053	98	99	99	648	618	597	3	4	7	5	8	12	75	77	72	17	11	9
Female	57	1139	38536	97	99	99	484	475	458	2	2	4	4	9	15	73	68	67	21	21	14
Male	59	1270	40302	98	100	99	427	443	428	9	4	8	7	18	26	80	70	60	4	8	7
African American	12	126	4015	100	99	99	460	438	430	0	2	8	27	21	24	73	70	61	0	6	7
Hispanic	32	747	32606	97	99	98	450	433	426	7	8	8	7	22	27	78	63	60	7	7	5
Asian/Pacific Islander	NC	120	1925	NC	99	99	NC	477	471	NC	1	3	NC	7	11	NC	70	64	NC	23	22
American Indian/Alaskan Native	NC	21	4245	NC	100	100	NC	403	423	NC	5	9	NC	35	26	NC	60	61	NC	0	4
White	69	1396	36078	97	100	99	455	472	459	7	2	4	0	8	16	77	72	66	16	18	14
Students with Disabilities	16	298	10246	100	100	100	334	364	367	29	11	18	7	35	39	57	50	40	7	4	4
Students without Disabilities	100	2115	68697	96	99	98	473	472	454	2	2	4	6	10	18	80	72	67	13	16	11
Limited English Proficient Students	NC	240	15339	NC	100	100	NC	375	399	NC	10	11	NC	29	31	NC	57	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	38	676	39106	97	90	95	456	433	427	6	8	8	14	25	28	78	62	59	3	5	5
Non-Economically Disadvantaged	78	1737	39837	98	100	100	453	469	457	6	2	4	2	9	14	76	71	67	17	18	15

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	98	2303	78906	97	100	99	515	519	498	6	7	13	12	13	19	54	49	48	28	32	20
All Students (Prior Year)	111	2175	76019	100	99	100	492	510	499	16	9	14	43	33	39	15	16	14	26	42	33
Female	50	1138	38644	98	100	99	512	521	500	2	5	12	18	14	19	45	50	49	34	32	19
Male	48	1160	40236	96	99	99	519	518	497	9	9	15	7	12	19	63	47	46	22	32	20
African American	11	144	4087	100	100	99	491	501	481	30	13	20	10	16	24	50	50	45	10	21	11
Hispanic	14	695	31938	88	99	99	513	491	481	0	13	19	8	23	25	83	48	46	8	16	10
Asian/Pacific Islander	NC	136	1805	NC	99	98	NC	559	536	NC	2	5	NC	3	8	NC	33	45	NC	62	42
American Indian/Alaskan Native	--	25	4593	--	100	100	--	510	467	--	12	26	--	29	29	--	24	39	--	35	6
White	64	1303	36483	98	100	99	519	532	517	2	3	7	13	8	13	52	51	51	33	38	30
Students with Disabilities	11	335	10664	79	100	100	436	458	430	10	23	42	50	32	27	40	37	26	0	9	5
Students without Disabilities	87	1973	68310	100	99	98	525	530	509	5	4	9	8	10	18	56	51	51	31	36	22
Limited English Proficient Students	NC	190	12573	NC	100	100	NC	451	454	NC	25	27	NC	31	30	NC	36	38	NC	8	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	22	641	38679	96	92	96	495	494	483	15	14	20	10	23	25	60	48	45	15	14	10
Non-Economically Disadvantaged	76	1667	40295	97	100	100	521	530	513	3	4	7	13	9	13	53	48	50	31	39	30

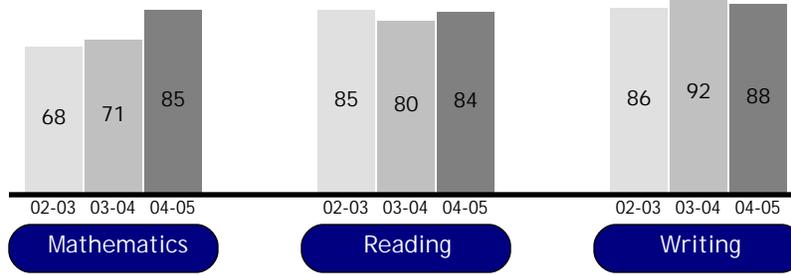
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	2303	78908	97	0	99	504	498	484	2	6	10	16	17	23	64	65	58	18	13	9
All Students (Prior Year)	111	2174	76020	100	99	100	498	506	503	25	22	25	28	20	23	41	43	40	6	14	12
Female	50	1138	38648	98	0	99	504	503	489	2	4	8	7	15	22	70	67	61	20	15	10
Male	48	1160	40233	96	0	99	504	493	479	2	7	12	24	19	25	59	63	55	15	10	8
African American	11	144	4092	100	0	99	490	482	473	0	6	12	40	28	28	50	61	54	10	5	5
Hispanic	14	695	31940	88	0	99	493	470	465	0	13	16	17	29	32	75	54	49	8	3	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	525	507	NC	2	4	NC	8	13	NC	68	65	NC	22	18
American Indian/Alaskan Native	--	25	4569	--	0	100	--	491	457	--	18	18	--	24	39	--	41	41	--	18	2
White	64	1303	36502	98	0	99	507	511	502	2	2	4	10	10	14	68	70	67	20	17	15
Students with Disabilities	11	335	10665	79	0	100	431	450	423	10	16	30	40	36	36	50	42	31	0	6	2
Students without Disabilities	87	1973	68312	100	0	98	513	506	493	1	4	7	13	14	21	66	69	62	20	14	10
Limited English Proficient Students	NC	190	12556	NC	0	100	NC	426	436	NC	26	24	NC	45	40	NC	28	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	22	641	38662	96	0	96	484	471	468	5	14	16	25	31	32	65	52	49	5	3	3
Non-Economically Disadvantaged	76	1667	40315	97	0	100	510	509	498	1	2	5	13	11	15	64	70	66	21	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	97	2299	78750	96	100	99	530	518	500	0	4	6	17	20	29	81	74	63	2	3	2
All Students (Prior Year)	109	2165	75673	99	99	100	529	544	530	8	7	12	29	23	25	58	65	58	5	4	4
Female	49	1134	38586	96	99	99	539	530	515	0	2	4	5	14	22	93	81	71	2	3	3
Male	48	1160	40135	96	99	99	521	506	486	0	5	8	28	25	35	70	68	56	2	2	1
African American	11	143	4081	100	100	99	532	502	488	0	8	8	40	18	32	60	74	59	0	0	2
Hispanic	13	693	31841	81	99	99	519	491	483	0	7	8	17	31	36	83	61	55	0	1	1
Asian/Pacific Islander	NC	136	1802	NC	99	98	NC	552	533	NC	1	2	NC	8	16	NC	83	75	NC	8	7
American Indian/Alaskan Native	--	25	4586	--	100	100	--	516	481	--	6	8	--	18	37	--	71	54	--	6	1
White	64	1302	36440	98	100	99	529	530	516	0	1	3	13	15	22	85	80	71	2	3	4
Students with Disabilities	10	334	10622	71	100	100	439	444	415	0	14	21	50	44	50	50	40	28	0	2	1
Students without Disabilities	87	1971	68196	100	99	98	542	531	513	0	2	3	13	16	25	85	80	69	3	3	3
Limited English Proficient Students	NC	189	12504	NC	100	100	NC	440	451	NC	15	12	NC	43	44	NC	39	43	NC	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	22	640	38558	96	92	96	535	491	485	0	9	8	20	33	37	80	58	54	0	1	1
Non-Economically Disadvantaged	75	1665	40260	96	100	100	529	529	514	0	1	3	16	14	21	81	81	72	3	3	4

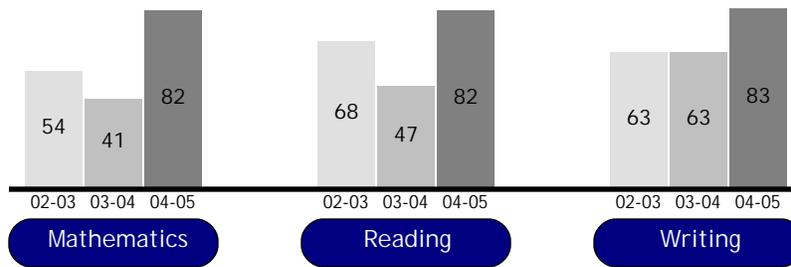
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2004-05

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	67	57	50	95	54	NA	58	98	54	53	47
	Language	94	66	53	43	96	47	58	50	98	52	52	47
	Mathematics	99	65	63	57	96	56	71	64	97	57	58	50
3	Reading	97	61	56	47	96	62	NA	55	96	57	54	44
	Language	97	68	63	54	96	69	66	61	96	55	52	44
	Mathematics	98	54	61	54	96	66	66	61	95	61	61	51
4	Reading	97	57	60	52	99	66	NA	56	90	63	56	48
	Language	99	57	54	48	99	62	59	52	90	63	56	49
	Mathematics	99	54	61	57	100	71	68	61	93	68	62	53
5	Reading	95	56	58	50	98	52	NA	55	96	60	57	50
	Language	97	48	54	46	98	47	56	49	96	62	58	50
	Mathematics	97	57	65	57	98	57	69	63	96	58	58	49
6	Reading	100	57	59	53	96	57	NA	56	97	56	60	51
	Language	100	51	52	45	97	52	57	48	97	50	55	47
	Mathematics	100	71	68	62	96	65	74	66	97	57	63	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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)
- 4 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Health/Safety Issues
- Ü Budget
- Ü Review of School Data
- Ü Establish Goals for Site Improvement
- Ü Curriculum Review/Textbook Adoption
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	44.00
Other Professional Staff	2.50	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	8	4	0	0
7 to 9 years	5	3	0	0
10 or more years	0	23	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	115
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 30-station Computer Lab
- Ü Media Center & Literacy Lab
- Ü Gymnasium/Cafeteria
- Ü Xeriscape Area with Hands-on Science

Extracurricular Activities

- Ü Microsociety/Post Office/Bank/Store
- Ü Student Council/Peer Mediators
- Ü Cheer/Running Club/Art/Drama
- Ü Safety Patrol/Energy Club/Xerikeepers
- Ü Tutoring/Homework Club/
- Ü Chorus
- Ü Aviation Club
- Ü Battle of the Books

Social Services

- Ü YMCA
- Ü Counseling
- Ü Clothing Bank
- Ü Free/Reduced Breakfast and Lunch Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Conley School was named an A+ School of Excellence in 2005 by the Arizona Education Foundation. The recognition was given for demonstrating exemplary practices in various areas; student focus, culture, curriculum, teaching, and professional community.
- ü Academic workplace standards are enhanced through true-to-life opportunities that include an on-site bank, store, Energy Club, xeriscape program, student government and postal center. Most students are involved in after school programs.
- ü Conley students taking the AIMS for the past three years have exceeded the state average score in reading, math and writing.
- ü The arts are an important part of a balanced learning experience. Every classroom has Art Masterpiece lessons presented each semester. Students in 5th and 6th grade may participate in instrumental music, and students in grades 2-6 may join the choir.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	19	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

Conley is a Tribes Learning Community. Teachers use the TLC process to build a community within each class. We use the Second Step Program in K-6 classes. It focuses on empathy and character building, leading to positive, productive decision making. The school counselor conducts Bully Awareness Assemblies at each grade level in addition to teaching regular class meetings. The counselor uses the 'Be Cool' program. Students are recognized monthly for display of positive character traits.

Total number of incidents that occurred on the school grounds for school year 2004-05 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	Lisa Graham	(480) 812-6200
Transportation Policy	Cathy Brown	(480) 812-7240
Community Resources	Susie Jayne	(480) 812-6200
School Nutrition Programs	Cathy Brown	(480) 812-7240
Parent Organization	Lisa Edwards	(480) 812-6200
Student Health/Nurse	Barbara Cayo	(480) 812-6202

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.