



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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

School Overview

Principal/Administrator : Mrs. Susie Jayne
Schedule : 07:30 AM to 04:30 PM
Grades : K-6
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)

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

- 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).
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).
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.
Students will participate in the onsite science fair demonstrating a basic understanding of the scientific process of inquiry-based learning.

Enrollment

October 1, 2005 School Year Student Enrollment : 803
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 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 ,1, 2
- 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 :	7/24/2005
Last Day of School :	6/1/2006

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	2005
ü Apple Award	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	114	2484	80010	99	97	99	461	465	447	4	5	10	16	11	18	54	53	53	25	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1199	38935	100	97	99	458	466	447	4	4	9	19	12	19	55	54	55	23	30	17
Male	61	1281	40974	98	96	98	465	465	448	5	6	11	13	11	18	54	52	52	28	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	29	767	34545	100	96	99	433	441	432	10	12	14	34	20	24	45	54	53	10	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	68	1395	35142	99	97	99	478	479	465	1	2	5	6	6	11	54	52	56	38	40	28
Students with Disabilities	11	312	10161	92	89	93	454	436	419	9	15	28	27	24	28	27	47	36	36	14	8
Students without Disabilities	103	2172	69849	100	98	100	462	469	451	4	4	7	15	10	17	57	54	56	24	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	28	727	39029	97	94	98	444	439	432	7	12	14	36	23	25	39	52	52	18	14	9
Non-Economically Disadvantaged	86	1757	40981	100	98	100	467	476	462	3	2	6	9	7	13	59	53	54	28	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	113	2477	79438	98	97	98	476	467	451	4	5	9	14	17	24	60	61	56	21	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1201	38775	98	97	99	486	475	457	2	3	7	12	14	22	60	61	58	27	21	13
Male	61	1272	40560	98	96	97	467	460	446	7	7	12	16	19	25	61	60	54	16	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	29	763	34297	100	95	98	447	440	434	10	12	14	28	30	31	52	51	50	10	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	67	1391	34887	97	97	98	494	482	471	1	2	4	7	9	15	61	66	63	30	23	18
Students with Disabilities	10	303	9588	83	86	88	NA	431	416	NA	18	30	NA	32	32	NA	45	34	NA	5	5
Students without Disabilities	103	2174	69850	100	98	100	477	472	456	3	3	7	14	15	23	61	63	59	22	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	28	727	38685	97	94	97	456	437	435	11	12	14	18	32	32	64	50	50	7	5	5
Non-Economically Disadvantaged	85	1750	40753	99	98	99	483	480	467	2	2	5	13	11	16	59	65	62	26	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	114	2518	79971	99	98	99	453	444	423	4	4	8	18	27	41	74	65	49	4	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1214	38974	98	98	99	463	457	437	6	3	5	10	20	33	77	72	57	8	6	4
Male	62	1300	40895	100	98	98	444	432	410	3	5	10	26	34	47	71	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	29	776	34481	100	97	99	445	424	410	NA	7	10	38	36	46	59	55	43	3	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	68	1415	35150	99	99	99	456	453	437	6	2	5	9	22	35	81	70	56	4	5	5
Students with Disabilities	11	339	10258	92	96	94	420	406	377	18	12	23	27	47	51	55	40	25	NA	1	1
Students without Disabilities	103	2179	69713	100	98	100	455	450	429	3	3	5	17	24	39	76	69	52	4	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	28	738	38994	97	95	98	448	420	409	4	8	10	29	39	47	68	51	41	NA	2	1
Non-Economically Disadvantaged	86	1780	40977	100	100	100	454	454	437	5	3	5	15	22	34	76	71	56	5	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	98	2509	80147	94	98	99	501	508	482	5	5	11	8	10	17	54	45	49	33	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	1186	39281	94	98	99	502	509	483	2	4	9	11	9	17	60	44	50	28	43	24
Male	51	1320	40780	94	97	98	500	506	482	8	6	12	6	10	17	49	46	48	37	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	90	98	99	484	482	466	11	10	15	14	19	23	64	48	49	11	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	58	1453	36122	98	97	99	513	521	501	2	2	5	3	5	10	48	44	50	47	50	35
Students with Disabilities	14	335	10295	88	89	92	460	469	443	29	17	33	21	22	26	36	45	33	14	16	8
Students without Disabilities	84	2174	69852	95	99	100	507	513	488	1	3	7	6	8	16	57	45	51	36	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	29	689	38371	94	96	97	491	475	465	7	11	15	7	20	23	72	52	49	14	17	13
Non-Economically Disadvantaged	69	1820	41776	95	98	100	505	520	498	4	2	6	9	5	11	46	42	49	41	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	98	2503	79686	94	97	98	493	486	470	2	7	11	14	16	24	68	64	57	15	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	1183	39163	94	98	99	501	492	475	NA	5	9	13	14	22	68	66	60	19	15	10
Male	51	1317	40438	94	97	97	486	480	465	4	8	13	16	18	25	69	62	54	12	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	90	98	98	483	459	452	7	16	17	18	27	32	68	52	47	7	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	18	2
White	58	1452	35914	98	97	98	502	500	489	NA	2	5	9	10	15	71	70	67	21	18	14
Students with Disabilities	14	330	9808	88	88	87	460	447	432	14	22	35	43	30	32	36	41	30	7	6	3
Students without Disabilities	84	2173	69878	95	99	100	498	491	475	NA	4	8	10	14	23	74	68	61	17	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	29	685	38095	94	96	97	475	452	452	3	17	17	21	31	32	72	50	48	3	2	3
Non-Economically Disadvantaged	69	1818	41591	95	98	99	501	498	486	1	3	6	12	10	16	67	70	65	20	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	99	2539	80372	95	99	99	494	492	475	2	2	4	23	20	30	73	74	64	2	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1200	39452	96	99	99	513	503	488	NA	2	3	15	13	22	81	80	72	4	5	3
Male	51	1336	40836	94	98	98	476	482	464	4	3	6	31	27	37	65	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	29	763	33608	94	99	99	494	471	462	3	4	6	31	31	36	62	63	57	3	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	58	1474	36213	98	99	99	496	502	489	2	1	2	21	14	22	76	80	72	2	5	3
Students with Disabilities	15	357	10526	94	95	94	464	455	427	7	5	15	53	50	53	40	45	31	NA	1	1
Students without Disabilities	84	2182	69846	95	99	100	498	497	482	1	2	3	18	15	26	79	79	69	2	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	488	465	461	3	4	6	30	38	38	67	57	55	NA	1	1
Non-Economically Disadvantaged	69	1843	41851	95	100	100	496	502	489	1	1	3	20	14	22	75	80	72	3	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	104	2492	79306	98	98	99	530	526	504	4	6	13	8	11	20	63	52	49	25	31	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1246	38845	98	97	99	533	527	505	6	6	11	6	10	20	62	53	50	27	31	18
Male	52	1243	40383	98	98	98	527	525	504	2	7	14	10	12	19	65	51	47	23	30	19
African American	10	168	4171	91	98	98	NA	511	485	NA	12	20	NA	18	26	NA	51	44	NA	20	10
Hispanic	22	722	32673	100	98	99	514	502	487	5	11	18	23	20	25	55	53	46	18	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	62	1400	36234	98	97	99	542	537	523	2	3	6	3	6	13	65	53	52	31	38	28
Students with Disabilities	NC	352	10286	NC	88	91	NC	476	462	NC	27	41	NC	28	27	NC	38	27	NC	8	5
Students without Disabilities	97	2140	69020	98	99	100	534	533	510	2	3	9	4	8	18	68	54	52	26	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	17	673	37437	89	97	97	513	499	486	18	12	19	18	22	26	41	53	46	24	13	9
Non-Economically Disadvantaged	87	1819	41869	100	98	100	533	536	521	1	4	7	6	7	14	68	52	51	25	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	103	2499	79000	97	98	98	505	504	489	2	6	10	15	16	24	73	65	58	11	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1252	38774	98	98	99	511	510	494	4	4	7	10	13	22	71	68	61	15	15	10
Male	51	1244	40150	96	98	98	499	498	485	NA	7	12	20	19	25	75	62	55	6	12	8
African American	10	170	4153	91	99	98	NA	495	476	NA	6	13	NA	19	30	NA	67	53	NA	8	4
Hispanic	21	719	32508	95	98	98	500	481	472	5	10	15	14	29	33	71	55	49	10	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	62	1407	36135	98	98	98	513	516	508	NA	3	4	13	10	14	73	69	67	15	17	15
Students with Disabilities	NC	358	9991	NC	90	88	NC	458	449	NC	23	33	NC	40	36	NC	34	29	NC	3	2
Students without Disabilities	97	2141	69009	98	99	100	508	511	495	NA	3	6	12	13	22	76	70	62	11	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	16	672	37234	84	97	97	499	479	472	13	11	15	25	30	33	44	53	50	19	6	3
Non-Economically Disadvantaged	87	1827	41766	100	98	99	506	513	505	NA	3	5	13	11	16	78	69	65	9	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	104	2528	79611	98	99	99	521	514	496	1	4	7	26	24	37	73	71	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1263	39016	100	99	99	532	526	511	2	3	4	15	17	29	83	79	66	NA	1	1
Male	51	1262	40519	96	99	98	510	503	482	NA	5	10	37	31	44	63	63	46	NA	0	0
African American	11	171	4188	100	99	98	511	514	486	NA	4	9	27	20	40	73	76	50	NA	NA	0
Hispanic	21	726	32855	95	99	99	513	491	481	5	7	10	33	37	43	62	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	62	1426	36380	98	99	99	525	525	511	NA	2	4	24	19	30	76	78	65	NA	1	1
Students with Disabilities	NC	387	10664	NC	97	94	NC	461	440	NC	14	23	NC	53	54	NC	32	22	NC	1	1
Students without Disabilities	98	2141	68947	99	99	100	523	523	504	NA	2	4	23	19	34	77	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	17	679	37626	89	98	98	521	489	479	6	8	10	29	39	45	65	53	45	NA	1	0
Non-Economically Disadvantaged	87	1849	41985	100	100	100	521	523	511	NA	3	4	25	19	30	75	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	102	2387	79327	100	98	98	536	543	518	7	11	19	20	12	20	54	49	46	20	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1181	38961	100	98	98	541	545	520	8	9	16	17	12	20	48	50	48	27	29	16
Male	50	1202	40295	100	97	97	531	541	516	6	12	21	22	12	19	60	49	44	12	27	16
African American	13	162	4247	100	98	98	506	520	499	15	13	27	31	22	24	46	52	41	8	13	8
Hispanic	19	687	32327	100	98	98	516	510	499	NA	22	27	42	21	25	53	45	41	5	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	NC	27	4391	NC	96	96	NC	521	489	NC	19	32	NC	22	27	NC	33	36	NC	26	4
White	61	1351	36373	100	97	98	546	558	538	8	5	10	13	7	14	54	52	52	25	36	25
Students with Disabilities	10	316	9321	100	88	87	NA	490	467	NA	35	54	NA	23	22	NA	35	21	NA	7	3
Students without Disabilities	92	2071	70006	100	99	100	539	550	524	3	7	14	20	11	19	55	51	49	22	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	18	637	37097	100	97	97	494	504	498	17	26	27	33	22	25	50	43	41	NA	10	7
Non-Economically Disadvantaged	84	1750	42230	100	98	99	545	556	535	5	5	11	17	9	15	55	52	50	24	35	24

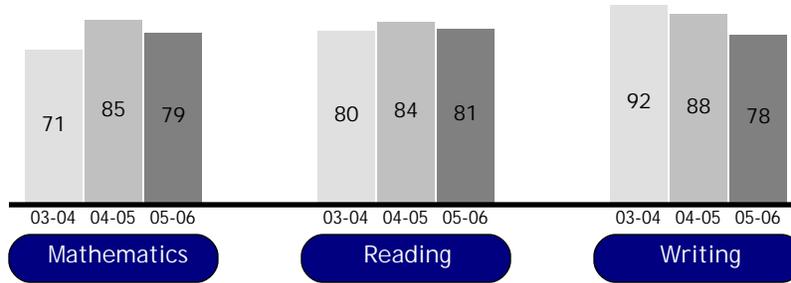
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	2389	79501	100	98	98	519	513	497	3	6	10	17	17	25	72	70	60	8	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1180	39062	100	98	99	525	518	502	2	5	8	14	14	23	78	74	64	6	8	5
Male	49	1205	40368	100	97	98	514	508	491	4	7	13	20	21	27	65	65	57	10	7	3
African American	13	162	4279	100	98	99	492	494	485	8	9	14	31	28	30	62	60	54	NA	2	2
Hispanic	19	684	32389	100	98	98	515	487	478	NA	14	16	11	30	34	89	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	NC	27	4401	NC	96	96	NC	497	473	NC	11	17	NC	26	40	NC	56	43	NC	7	1
White	59	1356	36446	100	98	99	528	526	516	3	2	4	14	10	15	71	78	73	12	9	7
Students with Disabilities	NC	318	9411	NC	88	88	NC	469	453	NC	24	36	NC	38	36	NC	35	26	NC	3	1
Students without Disabilities	92	2071	70090	100	99	100	520	519	502	1	3	7	18	14	24	73	75	65	8	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	18	634	37183	100	96	97	497	481	479	6	17	16	33	32	34	61	49	49	NA	2	1
Non-Economically Disadvantaged	82	1755	42318	100	98	99	524	524	513	2	2	5	13	12	17	74	77	70	10	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	102	2426	80000	100	99	99	592	582	564	4	2	3	1	5	11	70	75	75	25	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1192	39288	100	99	99	596	595	579	4	1	2	2	3	6	67	70	77	27	26	16
Male	50	1230	40644	100	99	98	588	569	549	4	3	4	NA	7	15	72	80	74	24	10	7
African American	13	164	4307	100	99	99	589	577	551	NA	1	4	8	7	13	62	79	75	31	14	7
Hispanic	19	694	32672	100	99	99	594	557	548	NA	4	4	NA	11	14	79	76	76	21	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	NC	27	4424	NC	96	97	NC	575	549	NC	NA	3	NC	11	14	NC	67	77	NC	22	5
White	61	1381	36602	100	100	99	592	593	579	7	1	2	NA	2	7	66	75	75	28	21	16
Students with Disabilities	10	346	9919	100	96	93	NA	533	505	NA	5	9	NA	20	35	NA	71	54	NA	4	2
Students without Disabilities	92	2080	70081	100	100	100	594	590	571	2	1	2	1	3	7	71	76	79	26	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	18	644	37534	100	98	98	578	552	547	NA	4	4	6	13	15	83	77	76	11	7	5
Non-Economically Disadvantaged	84	1782	42466	100	100	100	595	593	578	5	1	2	NA	3	7	67	74	75	29	22	16

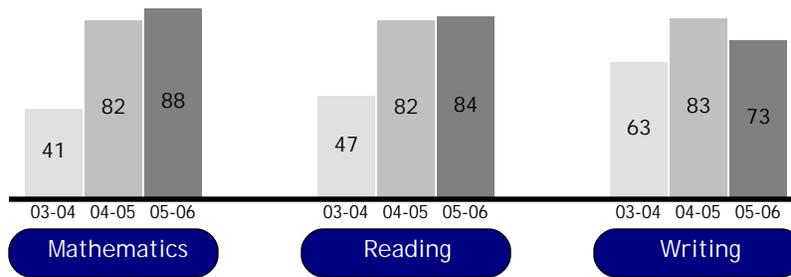
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	95	54	NA	58	98	54	53	47	83	54	56	46
	Language	96	47	58	50	98	52	52	47	83	58	59	48
	Mathematics	96	56	71	64	97	57	58	50	85	59	65	52
3	Reading	96	62	NA	55	96	57	54	44	97	65	58	46
	Language	96	69	66	61	96	55	52	44	97	63	56	46
	Mathematics	96	66	66	61	95	61	61	51	97	61	63	52
4	Reading	99	66	NA	56	90	63	56	48	93	61	61	52
	Language	99	62	59	52	90	63	56	49	94	67	63	52
	Mathematics	100	71	68	61	93	68	62	53	93	70	72	58
5	Reading	98	52	NA	55	96	60	57	50	96	67	65	56
	Language	98	47	56	49	96	62	58	50	97	72	63	54
	Mathematics	98	57	69	63	96	58	58	49	97	68	65	52
6	Reading	96	57	NA	56	97	56	60	51	96	70	67	56
	Language	97	52	57	48	97	50	55	47	98	61	59	50
	Mathematics	96	65	74	66	97	57	63	52	98	67	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)
- 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	45.00
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	5	0	0	0
4 to 6 years	6	3	0	0
7 to 9 years	3	8	0	0
10 or more years	2	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	105
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 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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	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

Conley is a Tribes Learning Community. Teachers use the TLC process to build a community within each class. Many K-6 teachers use the Second Step Program. 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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	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	Tami Stillwell	(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."

ACHIEVEMENT PROFILES

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.

Footnotes

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.