

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4001 S McAllister Ave, Tempe, AZ 85282

Tempe School 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 : Ms. Linda Seymour
Schedule : 08:00 AM to 04:00 PM
Grades : K-5
Web Address : www.tempeschools.org/school/carminati/index
Phone Number : (480) 784-4484
Fax Number : (480) 968-0626
E-mail : lseymour@tempeschools.org

Mission

Carminati is committed to meeting the needs of each student academically, emotionally, socially, and behaviorally to help them develop the skills they need to become productive citizens. We provide customized, integrated, educational experiences for all students by honoring individual differences, cultural diversity and utilizing partnerships with families, communities, higher education, and businesses.

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 Improve student achievement for all students in reading, writing, and mathematics.
- ü Provide a safe and healthy school environment for our community of learners, (students and adults).
- ü Improve communication with all stakeholders.
- ü Provide a risk-free environment for learning and teaching.

Enrollment

October 1, 2005 School Year Student Enrollment : 509
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 96

Instructional Programs

- Ü Standards Based Language Arts & Math
- Ü Inclusive Special Education
- Ü Differentiated Instruction
- Ü Second Step Program
- Ü Full-Day Kindergarten
- Ü Tutoring: Cross-Age & After School
- Ü Mentoring Programs
- Ü Gifted Program

Calendar Information

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

Shared Responsibilities

School

Responsibilities to Carminati families include: having high academic expectations for all students, providing appropriate learning plans for each child, making sure each child has necessary supplies and materials, providing a safe, nurturing environment, periodic communications about student progress and an invitation to become partners in their children's education.

Parents

Parents are responsible to: make sure their child is in school, on time and ready to learn by providing proper clothing and food, provide a home environment that will support learning by helping children with homework and being involved in school activities, support and follow the school discipline plan and encourage a positive working relationship with the school.

Transportation Policy

We follow a district-wide policy on busing safety and behavior. Violations of district policies are referred to the school for corrective or disciplinary action. Busing boundaries for our school are established and approved by the Governing Board. Parents of students attending under open enrollment must provide transportation.

School Honors

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

Award/Honor	Year
Ü Tempe Diablos Innovative Programs	2004
Ü Tempe Diablos Innovation Programs	2003
Ü Outstanding Classroom Teacher Award	2003
Ü Four Technology Demonstration Classrooms	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	82	1503	80010	100	100	99	431	439	447	12	12	10	27	22	18	50	52	53	11	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	735	38935	100	100	99	425	438	447	17	12	9	28	22	19	50	53	55	6	13	17
Male	46	768	40974	100	100	98	437	440	448	9	12	11	26	22	18	50	51	52	15	15	19
African American	12	190	4201	100	100	99	423	426	430	25	14	17	25	28	23	42	54	51	8	4	9
Hispanic	46	723	34545	100	100	99	427	430	432	11	14	14	28	26	24	54	52	53	7	8	9
Asian/Pacific Islander	NC	44	2068	NC	100	99	NC	460	474	NC	11	4	NC	9	10	NC	59	50	NC	20	36
American Indian/Alaskan Native	NC	131	3979	NC	99	96	NC	421	424	NC	18	17	NC	31	30	NC	47	47	NC	5	6
White	20	414	35142	100	100	99	448	465	465	5	5	5	25	12	11	45	53	56	25	31	28
Students with Disabilities	17	256	10161	100	100	93	399	419	419	29	29	28	47	29	28	18	32	36	6	10	8
Students without Disabilities	65	1247	69849	100	100	100	439	443	451	8	8	7	22	21	17	58	56	56	12	14	19
Limited English Proficient Students	18	262	14013	100	100	97	399	409	413	22	24	24	50	38	34	28	35	39	NA	2	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	65	1056	39029	100	100	98	425	428	432	14	15	14	31	27	25	49	52	52	6	7	9
Non-Economically Disadvantaged	17	447	40981	100	100	100	455	466	462	6	5	6	12	11	13	53	54	54	29	30	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	82	1494	79438	100	100	98	437	443	451	10	11	9	38	29	24	49	52	56	4	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	731	38775	100	99	99	435	449	457	14	8	7	36	27	22	47	56	58	3	9	13
Male	46	763	40560	100	100	97	439	439	446	7	14	12	39	30	25	50	49	54	4	7	9
African American	12	188	4178	100	100	98	426	435	439	17	12	13	42	34	29	42	51	52	NA	3	6
Hispanic	46	717	34297	100	99	98	436	434	434	11	14	14	37	33	31	50	50	50	2	4	5
Asian/Pacific Islander	NC	44	2063	NC	100	99	NC	459	475	NC	5	3	NC	18	15	NC	70	63	NC	7	20
American Indian/Alaskan Native	NC	131	3940	NC	99	95	NC	422	429	NC	21	14	NC	33	36	NC	46	47	NC	1	3
White	20	413	34887	100	100	98	443	468	471	5	5	4	40	19	15	45	58	63	10	18	18
Students with Disabilities	17	250	9588	100	98	88	404	413	416	29	31	30	35	31	32	35	34	34	NA	4	5
Students without Disabilities	65	1244	69850	100	100	100	445	449	456	5	7	7	38	28	23	52	56	59	5	8	12
Limited English Proficient Students	18	257	13856	100	98	96	405	404	407	22	28	27	56	46	43	22	26	29	NA	NA	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	65	1048	38685	100	99	97	433	432	435	9	14	14	42	33	32	46	50	50	3	3	5
Non-Economically Disadvantaged	17	446	40753	100	100	99	453	470	467	12	5	5	24	17	16	59	59	62	6	19	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	1502	79971	100	100	99	403	424	423	10	9	8	53	38	41	37	48	49	NA	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	735	38974	100	100	99	415	439	437	3	6	5	60	32	33	37	55	57	NA	7	4
Male	46	767	40895	100	100	98	394	408	410	15	12	10	48	44	47	37	42	41	NA	2	2
African American	12	190	4203	100	100	99	383	416	411	17	8	11	67	44	45	17	46	43	NA	2	2
Hispanic	45	720	34481	100	99	99	407	418	410	9	10	10	51	40	46	40	47	43	NA	3	1
Asian/Pacific Islander	NC	44	2067	NC	100	99	NC	449	449	NC	5	4	NC	25	28	NC	55	60	NC	16	8
American Indian/Alaskan Native	NC	131	3995	NC	99	96	NC	405	409	NC	14	10	NC	40	47	NC	42	42	NC	4	1
White	20	416	35150	100	100	99	406	440	437	10	5	5	45	34	35	45	53	56	NA	8	5
Students with Disabilities	17	258	10258	100	100	94	352	372	377	29	23	23	53	52	51	18	23	25	NA	3	1
Students without Disabilities	64	1244	69713	100	100	100	415	434	429	5	6	5	53	36	39	42	53	52	NA	5	3
Limited English Proficient Students	18	261	13985	100	100	97	364	375	382	17	24	18	67	50	54	17	26	27	NA	1	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	64	1054	38994	98	99	98	398	414	409	9	10	10	61	42	47	30	45	41	NA	2	1
Non-Economically Disadvantaged	17	448	40977	100	100	100	422	445	437	12	6	5	24	29	34	65	55	56	NA	11	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	86	1609	80147	100	100	99	470	476	482	16	12	11	19	21	17	47	45	49	19	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	824	39281	100	100	99	469	476	483	16	12	9	18	21	17	46	44	50	20	22	24
Male	36	785	40780	100	100	98	471	475	482	17	12	12	19	21	17	47	46	48	17	21	24
African American	NC	170	4249	NC	99	99	NC	464	464	NC	16	17	NC	21	22	NC	52	48	NC	12	13
Hispanic	54	779	33494	100	100	99	471	468	466	11	13	15	19	25	23	54	46	49	17	16	14
Asian/Pacific Islander	NC	45	2103	NC	100	99	NC	495	515	NC	9	4	NC	13	8	NC	42	44	NC	36	45
American Indian/Alaskan Native	NC	151	4117	NC	100	96	NC	455	456	NC	20	19	NC	26	27	NC	44	46	NC	9	8
White	19	464	36122	100	100	99	480	498	501	16	8	5	21	13	10	37	41	50	26	37	35
Students with Disabilities	13	243	10295	100	99	92	435	434	443	38	40	33	31	29	26	23	23	33	8	9	8
Students without Disabilities	73	1366	69852	100	100	100	476	483	488	12	8	7	16	19	16	51	49	51	21	24	26
Limited English Proficient Students	18	319	12722	100	100	97	437	438	441	33	27	27	22	36	33	44	32	37	NA	5	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	63	1141	38371	100	100	97	462	464	465	21	16	15	19	25	23	46	45	49	14	15	13
Non-Economically Disadvantaged	23	468	41776	100	100	100	493	503	498	4	5	6	17	12	11	48	45	49	30	38	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	86	1601	79686	100	99	98	449	463	470	19	14	11	31	27	24	45	52	57	5	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	819	39163	100	99	99	457	470	475	16	11	9	26	23	22	50	56	60	8	9	10
Male	36	782	40438	100	99	97	438	457	465	22	16	13	39	30	25	39	48	54	NA	6	7
African American	NC	168	4228	NC	98	98	NC	461	458	NC	13	15	NC	27	28	NC	57	53	NC	3	4
Hispanic	54	773	33299	100	99	98	450	454	452	11	16	17	41	32	32	44	47	47	4	5	3
Asian/Pacific Islander	NC	45	2097	NC	100	99	NC	472	490	NC	13	5	NC	22	13	NC	51	68	NC	13	14
American Indian/Alaskan Native	NC	152	4087	NC	100	96	NC	447	446	NC	20	16	NC	32	38	NC	45	44	NC	3	2
White	19	463	35914	100	100	98	462	484	489	21	8	5	11	15	15	58	62	67	11	14	14
Students with Disabilities	13	239	9808	100	98	87	404	420	432	69	47	35	23	28	32	8	23	30	NA	2	3
Students without Disabilities	73	1362	69878	100	99	100	457	471	475	10	8	8	33	26	23	52	57	61	5	8	9
Limited English Proficient Students	18	314	12594	100	98	96	416	419	422	39	36	34	44	46	45	17	18	21	NA	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	63	1134	38095	100	99	97	444	452	452	22	18	17	37	31	32	35	46	48	6	5	3
Non-Economically Disadvantaged	23	467	41591	100	100	99	463	490	486	9	4	6	17	16	16	74	67	65	NA	13	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	86	1606	80372	100	100	99	468	475	475	5	4	4	35	32	30	57	62	64	3	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	823	39452	100	100	99	490	489	488	2	3	3	20	22	22	72	72	72	6	3	3
Male	36	783	40836	100	99	98	437	459	464	8	6	6	56	42	37	36	51	56	NA	1	1
African American	NC	168	4264	NC	98	99	NC	473	465	NC	3	5	NC	37	35	NC	59	59	NC	1	1
Hispanic	54	779	33608	100	100	99	465	468	462	6	6	6	31	35	36	61	58	57	2	1	1
Asian/Pacific Islander	NC	45	2098	NC	100	99	NC	493	500	NC	2	2	NC	20	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	152	4128	NC	100	97	NC	467	464	NC	3	4	NC	38	39	NC	59	56	NC	NA	1
White	19	462	36213	100	99	99	487	487	489	NA	4	2	32	23	22	58	69	72	11	4	3
Students with Disabilities	13	242	10526	100	99	94	415	421	427	8	18	15	69	56	53	23	26	31	NA	NA	1
Students without Disabilities	73	1364	69846	100	100	100	477	484	482	4	2	3	29	27	26	63	69	69	4	2	2
Limited English Proficient Students	18	318	12747	100	99	97	431	439	432	6	11	12	72	51	52	22	38	36	NA	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	63	1138	38521	100	99	98	458	466	461	6	5	6	40	37	38	51	56	55	3	1	1
Non-Economically Disadvantaged	23	468	41851	100	100	100	494	496	489	NA	2	3	22	18	22	74	77	72	4	3	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	73	1433	79306	100	100	99	499	500	504	11	14	13	19	21	20	53	48	49	16	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	691	38845	100	100	99	497	499	505	15	14	11	18	21	20	49	50	50	18	15	18
Male	34	742	40383	100	100	98	501	502	504	6	14	14	21	21	19	59	46	47	15	18	19
African American	11	155	4171	100	100	98	493	481	485	9	23	20	27	25	26	55	45	44	9	7	10
Hispanic	40	661	32673	100	100	99	486	490	487	15	15	18	20	25	25	58	50	46	8	9	10
Asian/Pacific Islander	NC	54	2147	NC	100	99	NC	535	539	NC	7	5	NC	15	10	NC	41	46	NC	37	40
American Indian/Alaskan Native	NC	114	4034	NC	100	97	NC	482	479	NC	18	22	NC	32	29	NC	39	43	NC	11	7
White	16	449	36234	100	100	99	531	522	523	NA	8	6	13	12	13	50	49	52	38	31	28
Students with Disabilities	15	258	10286	100	100	91	464	461	462	40	42	41	20	29	27	40	24	27	NA	6	5
Students without Disabilities	58	1175	69020	100	100	100	507	509	510	3	8	9	19	20	18	57	53	52	21	19	21
Limited English Proficient Students	22	264	10291	100	100	96	475	465	458	23	30	38	36	37	34	36	30	26	5	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	53	985	37437	100	100	97	490	488	486	13	17	19	26	26	26	51	48	46	9	9	9
Non-Economically Disadvantaged	20	448	41869	100	100	100	522	528	521	5	6	7	NA	11	14	60	47	51	35	35	27

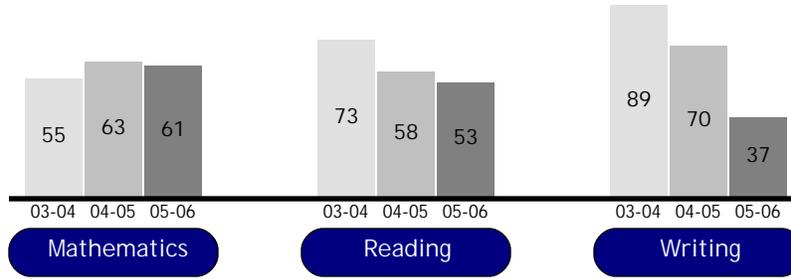
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	1423	79000	100	99	98	480	484	489	8	10	10	32	26	24	55	58	58	5	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	687	38774	100	99	99	486	488	494	10	8	7	23	23	22	56	61	61	10	8	10
Male	34	736	40150	100	100	98	473	481	485	6	12	12	41	28	25	53	55	55	NA	5	8
African American	11	154	4153	100	100	98	474	472	476	9	15	13	27	31	30	64	52	53	NA	3	4
Hispanic	40	653	32508	100	99	98	468	473	472	10	12	15	48	30	33	43	56	49	NA	1	3
Asian/Pacific Islander	NC	54	2142	NC	100	99	NC	497	510	NC	11	4	NC	20	14	NC	56	67	NC	13	16
American Indian/Alaskan Native	NC	114	4016	NC	100	96	NC	470	467	NC	11	14	NC	39	37	NC	44	46	NC	5	2
White	16	448	36135	100	100	98	515	507	508	NA	4	4	6	15	14	69	66	67	25	15	15
Students with Disabilities	15	248	9991	100	97	88	446	448	449	27	33	33	47	40	36	27	25	29	NA	3	2
Students without Disabilities	58	1175	69009	100	100	100	488	492	495	3	5	6	28	23	22	62	65	62	7	7	10
Limited English Proficient Students	22	259	10199	100	98	95	449	445	439	18	27	35	55	47	47	27	25	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	53	977	37234	100	99	97	471	474	472	9	13	15	40	30	33	47	55	50	4	2	3
Non-Economically Disadvantaged	20	446	41766	100	100	99	503	508	505	5	4	5	10	16	16	75	63	65	10	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	73	1430	79611	100	100	99	470	492	496	12	8	7	42	39	37	45	52	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	689	39016	100	100	99	480	507	511	10	4	4	41	32	29	49	62	66	NA	1	1
Male	34	741	40519	100	100	98	457	477	482	15	11	10	44	46	44	41	43	46	NA	1	0
African American	11	155	4188	100	100	98	465	483	486	9	9	9	55	45	40	36	46	50	NA	1	0
Hispanic	40	660	32855	100	100	99	461	484	481	15	9	10	45	41	43	40	49	47	NA	0	0
Asian/Pacific Islander	NC	54	2149	NC	100	100	NC	494	519	NC	13	4	NC	22	24	NC	63	70	NC	2	2
American Indian/Alaskan Native	NC	113	3992	NC	99	96	NC	487	478	NC	4	10	NC	47	46	NC	49	44	NC	NA	0
White	16	448	36380	100	100	99	505	507	511	6	5	4	25	35	30	69	58	65	NA	2	1
Students with Disabilities	15	257	10664	100	100	94	441	438	440	13	23	23	60	58	54	27	19	22	NA	0	1
Students without Disabilities	58	1173	68947	100	100	100	477	503	504	12	4	4	38	35	34	50	60	61	NA	1	1
Limited English Proficient Students	22	265	10362	100	100	97	429	443	438	23	20	22	59	56	57	18	24	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	53	983	37626	100	100	98	468	482	479	11	9	10	47	43	45	42	48	45	NA	0	0
Non-Economically Disadvantaged	20	447	41985	100	100	100	474	512	511	15	4	4	30	31	30	55	62	65	NA	2	1

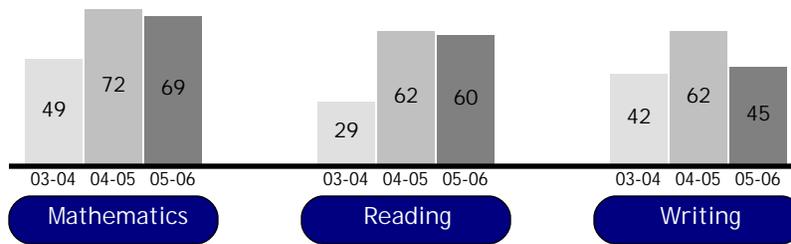
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	88	43	NA	58	96	38	41	47	98	44	41	46
	Language	99	32	44	50	96	35	39	47	98	35	39	48
	Mathematics	99	47	57	64	97	38	44	50	98	37	41	52
3	Reading	95	45	NA	55	99	39	41	44	98	35	41	46
	Language	100	45	54	61	99	36	40	44	98	32	39	46
	Mathematics	100	49	54	61	100	41	46	51	98	41	46	52
4	Reading	97	39	NA	56	99	42	43	48	100	39	44	52
	Language	100	39	45	52	99	42	45	49	100	41	46	52
	Mathematics	100	45	51	61	99	55	48	53	100	48	52	58
5	Reading	95	41	NA	55	99	45	46	50	99	52	52	56
	Language	99	32	43	49	99	47	45	50	99	48	48	54
	Mathematics	98	56	59	63	99	47	45	49	99	48	48	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)
- 0 Non-certified Employee(s)
- 5 Teacher(s)
- 10 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Planning
- Ü Parent/Educator Relations
- Ü Budgets
- Ü School Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.40
Other Professional Staff	3.60	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
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 - 30 iMac Stations
- Ü Parent Center
- Ü Library Media Center
- Ü Multipurpose: Cafeteria/Gym

Extracurricular Activities

- Ü Mentoring Program
- Ü Student Council
- Ü Band
- Ü After School Club Activities
- Ü After School Learning Labs
- Ü Orchestra
- Ü Choir

Social Services

- Ü Free & Reduced Breakfast & Lunch Program
- Ü Parent/Community/University Volunteers
- Ü Health Services
- Ü Counseling Services
- Ü Reachout Healthcare America
- Ü Adult Literacy Classes
- Ü Kid Zone Child Care Before/After School
- Ü Dental Van

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Improved % of students meeting or exceeding State Standards on the AIMS test for grades three and five in mathematics and grade four in reading.

- ü On the district NWEA testing, students in grade five met or exceeded expectations in both reading and math. Students in grade four also met or exceeded expectations in math on the district NWEA testing.

- ü Because of schoolwide behavior plan and expectations and staff development training in safe and healthy learning environments, we had no incidents that required law enforcement interventions last year.

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	92	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

We have programs and staff training in place to ensure a safe and healthy learning environment. School counselors and teachers provide direct instruction on violence prevention using the U.S. Department of Education Exemplary Program 'Second Step.' Other programs to support safe schools include 'Project Alert' and 'Olweus Bullying Prevention Program.' Our Character Counts program emphasizes a character trait each month. Students and parents sign a Code of Conduct outlining behavior expectations.

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	Linda Seymour	(480) 784-4484
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Norma Andrade	(480) 784-4484
School Nutrition Programs	Carol Buelow	(480) 784-4484
Parent Organization	Kathy Hawkins	(480) 829-3866
Student Health/Nurse	Claudia Davis	(480) 784-4484

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.

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.