

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

311 Aepli Drive, 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	Excelling
2004-05	Highly Performing
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Ms. Kay H Coleman
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-5
 Web Address : www.tempe3.k12.az.us
 Phone Number : (480) 967-6599
 Fax Number : (480) 921-0814
 E-mail : kcoleman@tempeschools.org

Mission

The mission of Broadmor School is to assure and provide customized learning experiences for Kindergarten through fifth grade students so as to maximize the learning potential for each student.

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 Students achieve academic success in reading, writing, math, as measured by the Arizona Academic Standards.
(Overall, Broadmor has the highest test scores in the district and we strive to improve everything we do.)
- ü Students use computer skills and technology as tools to increase academic success.

Enrollment

October 1, 2005 School Year Student Enrollment : 533
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 220

Instructional Programs

- Arizona Academic Standards Focus
- Enrichment for All Children
- Focus on Lifelong Learning Skills
- Language Acquisition Program
- Curriculum for above average and gifted

Calendar Information

Number of Instruction Days :	175
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The paramount obligation of our school is to develop and nurture each child's potential through education. Parent involvement in each child's education is crucial.

Parents

The paramount obligation of the parent is to develop and nurture each child's potential, instill a system of values and beliefs, and to be involved with their child's education.

Transportation Policy

Our school follows a standardized districtwide policy on transportation safety and behavior.

School Honors

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

Award/Honor	Year
• High Achievement Scores	2005
• District Writing/Poetry/Art Honors	2000
• District Chorus/Band/Strings Honors	2005
• Arizona A+ School 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	90	1503	80010	98	100	99	475	439	447	7	12	10	9	22	18	43	52	53	41	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	735	38935	100	100	99	470	438	447	9	12	9	11	22	19	43	53	55	38	13	17
Male	43	768	40974	96	100	98	479	440	448	5	12	11	7	22	18	44	51	52	44	15	19
African American	NC	190	4201	NC	100	99	NC	426	430	NC	14	17	NC	28	23	NC	54	51	NC	4	9
Hispanic	22	723	34545	100	100	99	445	430	432	9	14	14	23	26	24	50	52	53	18	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	58	414	35142	98	100	99	490	465	465	5	5	5	2	12	11	41	53	56	52	31	28
Students with Disabilities	16	256	10161	94	100	93	455	419	419	19	29	28	13	29	28	38	32	36	31	10	8
Students without Disabilities	74	1247	69849	99	100	100	479	443	451	4	8	7	8	21	17	45	56	56	43	14	19
Limited English Proficient Students	NC	262	14013	NC	100	97	NC	409	413	NC	24	24	NC	38	34	NC	35	39	NC	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	29	1056	39029	97	100	98	435	428	432	14	15	14	24	27	25	45	52	52	17	7	9
Non-Economically Disadvantaged	61	447	40981	98	100	100	493	466	462	3	5	6	2	11	13	43	54	54	52	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	91	1494	79438	99	100	98	473	443	451	8	11	9	13	29	24	53	52	56	26	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	731	38775	100	99	99	473	449	457	9	8	7	11	27	22	55	56	58	26	9	13
Male	44	763	40560	98	100	97	473	439	446	7	14	12	16	30	25	50	49	54	27	7	9
African American	NC	188	4178	NC	100	98	NC	435	439	NC	12	13	NC	34	29	NC	51	52	NC	3	6
Hispanic	22	717	34297	100	99	98	440	434	434	18	14	14	27	33	31	45	50	50	9	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	58	413	34887	98	100	98	494	468	471	2	5	4	9	19	15	52	58	63	38	18	18
Students with Disabilities	17	250	9588	100	98	88	447	413	416	18	31	30	35	31	32	24	34	34	24	4	5
Students without Disabilities	74	1244	69850	99	100	100	479	449	456	5	7	7	8	28	23	59	56	59	27	8	12
Limited English Proficient Students	NC	257	13856	NC	98	96	NC	404	407	NC	28	27	NC	46	43	NC	26	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	30	1048	38685	100	99	97	428	432	435	23	14	14	20	33	32	53	50	50	3	3	5
Non-Economically Disadvantaged	61	446	40753	98	100	99	496	470	467	NA	5	5	10	17	16	52	59	62	38	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	91	1502	79971	99	100	99	455	424	423	7	9	8	24	38	41	55	48	49	14	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	735	38974	100	100	99	466	439	437	6	6	5	21	32	33	51	55	57	21	7	4
Male	44	767	40895	98	100	98	443	408	410	7	12	10	27	44	47	59	42	41	7	2	2
African American	NC	190	4203	NC	100	99	NC	416	411	NC	8	11	NC	44	45	NC	46	43	NC	2	2
Hispanic	22	720	34481	100	99	99	419	418	410	14	10	10	32	40	46	50	47	43	5	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	58	416	35150	98	100	99	478	440	437	2	5	5	17	34	35	60	53	56	21	8	5
Students with Disabilities	17	258	10258	100	100	94	440	372	377	12	23	23	35	52	51	41	23	25	12	3	1
Students without Disabilities	74	1244	69713	99	100	100	458	434	429	5	6	5	22	36	39	58	53	52	15	5	3
Limited English Proficient Students	NC	261	13985	NC	100	97	NC	375	382	NC	24	18	NC	50	54	NC	26	27	NC	1	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	30	1054	38994	100	99	98	405	414	409	20	10	10	40	42	47	37	45	41	3	2	1
Non-Economically Disadvantaged	61	448	40977	98	100	100	479	445	437	NA	6	5	16	29	34	64	55	56	20	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	92	1609	80147	99	100	99	514	476	482	5	12	11	8	21	17	38	45	49	49	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	824	39281	100	100	99	516	476	483	6	12	9	4	21	17	40	44	50	49	22	24
Male	45	785	40780	98	100	98	512	475	482	4	12	12	11	21	17	36	46	48	49	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	21	779	33494	100	100	99	484	468	466	5	13	15	24	25	23	57	46	49	14	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	57	464	36122	100	100	99	532	498	501	4	8	5	NA	13	10	33	41	50	63	37	35
Students with Disabilities	20	243	10295	100	99	92	485	434	443	20	40	33	15	29	26	30	23	33	35	9	8
Students without Disabilities	72	1366	69852	99	100	100	522	483	488	1	8	7	6	19	16	40	49	51	53	24	26
Limited English Proficient Students	10	319	12722	100	100	97	NA	438	441	NA	27	27	NA	36	33	NA	32	37	NA	5	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	38	1141	38371	97	100	97	482	464	465	11	16	15	18	25	23	47	45	49	24	15	13
Non-Economically Disadvantaged	54	468	41776	100	100	100	537	503	498	2	5	6	NA	12	11	31	45	49	67	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	93	1601	79686	100	99	98	497	463	470	5	14	11	12	27	24	63	52	57	19	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	819	39163	100	99	99	503	470	475	2	11	9	13	23	22	66	56	60	19	9	10
Male	46	782	40438	100	99	97	491	457	465	9	16	13	11	30	25	61	48	54	20	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	21	773	33299	100	99	98	465	454	452	14	16	17	29	32	32	48	47	47	10	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	57	463	35914	100	100	98	513	484	489	NA	8	5	4	15	15	72	62	67	25	14	14
Students with Disabilities	20	239	9808	100	98	87	473	420	432	10	47	35	20	28	32	65	23	30	5	2	3
Students without Disabilities	73	1362	69878	100	99	100	504	471	475	4	8	8	10	26	23	63	57	61	23	8	9
Limited English Proficient Students	10	314	12594	100	98	96	NA	419	422	NA	36	34	NA	46	45	NA	18	21	NA	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	39	1134	38095	100	99	97	471	452	452	13	18	17	23	31	32	56	46	48	8	5	3
Non-Economically Disadvantaged	54	467	41591	100	100	99	516	490	486	NA	4	6	4	16	16	69	67	65	28	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	93	1606	80372	100	100	99	495	475	475	2	4	4	25	32	30	68	62	64	5	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	823	39452	100	100	99	510	489	488	2	3	3	13	22	22	74	72	72	11	3	3
Male	46	783	40836	100	99	98	479	459	464	2	6	6	37	42	37	61	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	21	779	33608	100	100	99	494	468	462	NA	6	6	38	35	36	57	58	57	5	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	57	462	36213	100	99	99	501	487	489	2	4	2	19	23	22	72	69	72	7	4	3
Students with Disabilities	20	242	10526	100	99	94	479	421	427	NA	18	15	35	56	53	65	26	31	NA	NA	1
Students without Disabilities	73	1364	69846	100	100	100	499	484	482	3	2	3	22	27	26	68	69	69	7	2	2
Limited English Proficient Students	10	318	12747	100	99	97	NA	439	432	NA	11	12	NA	51	52	NA	38	36	NA	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	39	1138	38521	100	99	98	480	466	461	3	5	6	38	37	38	54	56	55	5	1	1
Non-Economically Disadvantaged	54	468	41851	100	100	100	505	496	489	2	2	3	15	18	22	78	77	72	6	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	90	1433	79306	100	100	99	529	500	504	11	14	13	13	21	20	36	48	49	40	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	691	38845	100	100	99	539	499	505	11	14	11	11	21	20	35	50	50	43	15	18
Male	53	742	40383	100	100	98	522	502	504	11	14	14	15	21	19	36	46	47	38	18	19
African American	NC	155	4171	NC	100	98	NC	481	485	NC	23	20	NC	25	26	NC	45	44	NC	7	10
Hispanic	22	661	32673	100	100	99	481	490	487	27	15	18	36	25	25	27	50	46	9	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	46	449	36234	100	100	99	556	522	523	NA	8	6	4	12	13	37	49	52	59	31	28
Students with Disabilities	11	258	10286	100	100	91	490	461	462	36	42	41	27	29	27	9	24	27	27	6	5
Students without Disabilities	79	1175	69020	100	100	100	534	509	510	8	8	9	11	20	18	39	53	52	42	19	21
Limited English Proficient Students	17	264	10291	100	100	96	465	465	458	24	30	38	47	37	34	29	30	26	NA	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	40	985	37437	100	100	97	491	488	486	23	17	19	28	26	26	35	48	46	15	9	9
Non-Economically Disadvantaged	50	448	41869	100	100	100	560	528	521	2	6	7	2	11	14	36	47	51	60	35	27

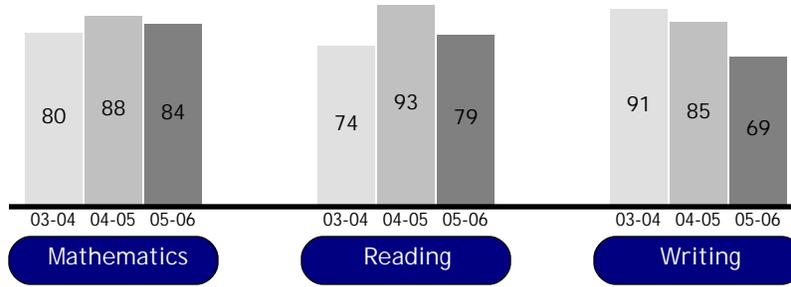
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	1423	79000	100	99	98	502	484	489	12	10	10	20	26	24	48	58	58	20	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	687	38774	100	99	99	513	488	494	8	8	7	19	23	22	54	61	61	19	8	10
Male	53	736	40150	100	100	98	494	481	485	15	12	12	21	28	25	43	55	55	21	5	8
African American	NC	154	4153	NC	100	98	NC	472	476	NC	15	13	NC	31	30	NC	52	53	NC	3	4
Hispanic	22	653	32508	100	99	98	457	473	472	27	12	15	36	30	33	32	56	49	5	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	46	448	36135	100	100	98	531	507	508	2	4	4	9	15	14	59	66	67	30	15	15
Students with Disabilities	11	248	9991	100	97	88	481	448	449	27	33	33	36	40	36	9	25	29	27	3	2
Students without Disabilities	79	1175	69009	100	100	100	505	492	495	10	5	6	18	23	22	53	65	62	19	7	10
Limited English Proficient Students	17	259	10199	100	98	95	435	445	439	35	27	35	53	47	47	12	25	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	40	977	37234	100	99	97	471	474	472	18	13	15	33	30	33	48	55	50	3	2	3
Non-Economically Disadvantaged	50	446	41766	100	100	99	527	508	505	8	4	5	10	16	16	48	63	65	34	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	90	1430	79611	100	100	99	507	492	496	7	8	7	33	39	37	54	52	56	6	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	689	39016	100	100	99	541	507	511	3	4	4	16	32	29	73	62	66	8	1	1
Male	53	741	40519	100	100	98	483	477	482	9	11	10	45	46	44	42	43	46	4	1	0
African American	NC	155	4188	NC	100	98	NC	483	486	NC	9	9	NC	45	40	NC	46	50	NC	1	0
Hispanic	22	660	32855	100	100	99	453	484	481	18	9	10	50	41	43	32	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	46	448	36380	100	100	99	542	507	511	NA	5	4	24	35	30	65	58	65	11	2	1
Students with Disabilities	11	257	10664	100	100	94	472	438	440	18	23	23	36	58	54	36	19	22	9	0	1
Students without Disabilities	79	1173	68947	100	100	100	512	503	504	5	4	4	33	35	34	57	60	61	5	1	1
Limited English Proficient Students	17	265	10362	100	100	97	407	443	438	29	20	22	65	56	57	6	24	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	40	983	37626	100	100	98	468	482	479	13	9	10	48	43	45	40	48	45	NA	0	0
Non-Economically Disadvantaged	50	447	41985	100	100	100	538	512	511	2	4	4	22	31	30	66	62	65	10	2	1

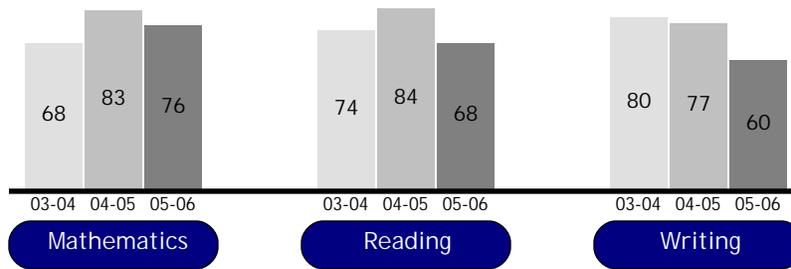
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	92	76	NA	58	99	62	41	47	96	67	41	46
	Language	97	71	44	50	99	63	39	47	96	68	39	48
	Mathematics	97	86	57	64	99	69	44	50	97	75	41	52
3	Reading	100	68	NA	55	100	64	41	44	98	70	41	46
	Language	100	70	54	61	100	63	40	44	98	63	39	46
	Mathematics	100	78	54	61	100	67	46	51	98	76	46	52
4	Reading	100	67	NA	56	98	53	43	48	99	70	44	52
	Language	100	59	45	52	98	53	45	49	99	68	46	52
	Mathematics	100	65	51	61	98	57	48	53	99	79	52	58
5	Reading	100	74	NA	55	100	64	46	50	100	68	52	56
	Language	100	70	43	49	100	65	45	50	100	65	48	54
	Mathematics	100	83	59	63	100	67	45	49	100	72	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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Achievement
- Ü Extra Curricular Activities
- Ü Budget
- Ü School Safety Issues
- Ü Physical Plant
- Ü Student Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.65
Other Professional Staff	2.50	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	4	0	0
4 to 6 years	10	3	0	1
7 to 9 years	1	3	0	0
10 or more years	6	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
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 Library Amphitheatre
- Ü Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü After School Clubs
- Ü Chorus
- Ü Girl Scouts

Social Services

- Ü Before School Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü After School Program

School Achievements/Accomplishments 2005-06

ü Tempe Diablos Excellence in Education Awards 1995, 1999, 2003. A+ School (identified as one of ten in the state of Arizona for excellence) 2002.

ü ASU Martin Luther King Essay Contest winner, second grade student. State poetry awards.

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	88	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

School is prepared for any emergency situation. We continually strive to be proactive concerning all school safety issues.

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	Michael D. Fidler	(480) 967-6599
Transportation Policy	Paul Novak	(480) 350-9186
Community Resources	Debra Gomez	(480) 730-7100
School Nutrition Programs	Pam Gorawara	(480) 350-9006
Parent Organization	Laura Royal	(480) 967-6599
Student Health/Nurse	Suzanne Abram	(480) 967-6599

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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