



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1974 East Meadow 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	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. Diane Veine
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-5
 Web Address : www.tempeschools.org/Curry
 Phone Number : (480) 967-8336
 Fax Number : (480) 894-4008
 E-mail : dveine@tempeschools.org

Mission

Our mission is to prepare students academically and socially to contribute as responsible and respectful members of a global community. Students learn best when they are actively engaged in the learning process. Differentiated instruction and digital learning are used to meet the needs of each individual child. We value collaboration and academic excellence. We are a Community of Learners.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	Warning Year
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 Sixty-five percent of the students will meet or exceed proficiency levels in reading on district and state assessments.
- ü Sixty-five percent of the students will meet or exceed proficiency levels in math on district and state assessments.
- ü Sixty-five percent of the students will meet or exceed proficiency levels in writing on district and state assessments.

Enrollment

October 1, 2005 School Year Student Enrollment : 584
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 205

Instructional Programs

- ü Free Full-Day Kindergarten
- ü Reading First School
- ü General Music/Choir/Band and Orchestra
- ü Physical Education
- ü Special Education for Resource & Gifted

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The Curry staff will provide quality instruction to meet the needs of each child. They will model the six pillars of character. The staff will provide a safe and cooperative learning environment. They will promote parental involvement and dialogue.

Parents

The Curry parents will read with their children nightly and assist with homework. They will have their children attend school daily and be on time. The parents will support the six pillars of character. They will volunteer, attend parent conferences and special events.

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.

School Honors

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

Award/Honor	Year
ü Nominated for Title 1 Distinguished School Award	2006
ü Third Year of Reading First Grant	2005
ü Impact Award Winner	2004
ü Tempe Diablos Award Winner	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	1503	80010	100	100	99	418	439	447	21	12	10	30	22	18	47	52	53	1	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	735	38935	100	100	99	411	438	447	28	12	9	33	22	19	36	53	55	3	13	17
Male	40	768	40974	100	100	98	425	440	448	15	12	11	28	22	18	58	51	52	NA	15	19
African American	12	190	4201	100	100	99	400	426	430	33	14	17	42	28	23	17	54	51	8	4	9
Hispanic	36	723	34545	100	100	99	409	430	432	31	14	14	33	26	24	36	52	53	NA	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	16	414	35142	100	100	99	445	465	465	NA	5	5	19	12	11	81	53	56	NA	31	28
Students with Disabilities	17	256	10161	100	100	93	392	419	419	47	29	28	35	29	28	18	32	36	NA	10	8
Students without Disabilities	59	1247	69849	100	100	100	425	443	451	14	8	7	29	21	17	56	56	56	2	14	19
Limited English Proficient Students	13	262	14013	100	100	97	393	409	413	46	24	24	31	38	34	23	35	39	NA	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	62	1056	39029	100	100	98	411	428	432	24	15	14	34	27	25	40	52	52	2	7	9
Non-Economically Disadvantaged	14	447	40981	100	100	100	449	466	462	7	5	6	14	11	13	79	54	54	NA	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	71	1494	79438	93	100	98	428	443	451	18	11	9	38	29	24	41	52	56	3	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	731	38775	94	99	99	427	449	457	21	8	7	35	27	22	41	56	58	3	9	13
Male	37	763	40560	93	100	97	429	439	446	16	14	12	41	30	25	41	49	54	3	7	9
African American	10	188	4178	83	100	98	NA	435	439	NA	12	13	NA	34	29	NA	51	52	NA	3	6
Hispanic	33	717	34297	92	99	98	412	434	434	24	14	14	45	33	31	30	50	50	NA	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	16	413	34887	100	100	98	462	468	471	6	5	4	13	19	15	75	58	63	6	18	18
Students with Disabilities	12	250	9588	71	98	88	390	413	416	50	31	30	33	31	32	17	34	34	NA	4	5
Students without Disabilities	59	1244	69850	100	100	100	436	449	456	12	7	7	39	28	23	46	56	59	3	8	12
Limited English Proficient Students	10	257	13856	77	98	96	NA	404	407	NA	28	27	NA	46	43	NA	26	29	NA	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	57	1048	38685	92	99	97	419	432	435	21	14	14	46	33	32	32	50	50	2	3	5
Non-Economically Disadvantaged	14	446	40753	100	100	99	465	470	467	7	5	5	7	17	16	79	59	62	7	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	76	1502	79971	100	100	99	425	424	423	8	9	8	38	38	41	46	48	49	8	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	735	38974	100	100	99	432	439	437	8	6	5	31	32	33	53	55	57	8	7	4
Male	40	767	40895	100	100	98	419	408	410	8	12	10	45	44	47	40	42	41	8	2	2
African American	12	190	4203	100	100	99	388	416	411	17	8	11	42	44	45	42	46	43	NA	2	2
Hispanic	36	720	34481	100	99	99	412	418	410	11	10	10	47	40	46	39	47	43	3	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	16	416	35150	100	100	99	451	440	437	NA	5	5	31	34	35	56	53	56	13	8	5
Students with Disabilities	17	258	10258	100	100	94	372	372	377	18	23	23	65	52	51	18	23	25	NA	3	1
Students without Disabilities	59	1244	69713	100	100	100	440	434	429	5	6	5	31	36	39	54	53	52	10	5	3
Limited English Proficient Students	13	261	13985	100	100	97	381	375	382	23	24	18	54	50	54	23	26	27	NA	1	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	62	1054	38994	100	99	98	411	414	409	10	10	10	42	42	47	48	45	41	NA	2	1
Non-Economically Disadvantaged	14	448	40977	100	100	100	485	445	437	NA	6	5	21	29	34	36	55	56	43	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	95	1609	80147	100	100	99	466	476	482	6	12	11	27	21	17	58	45	49	8	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	824	39281	100	100	99	468	476	483	6	12	9	24	21	17	61	44	50	10	22	24
Male	44	785	40780	100	100	98	465	475	482	7	12	12	32	21	17	55	46	48	7	21	24
African American	20	170	4249	100	99	99	454	464	464	10	16	17	35	21	22	55	52	48	NA	12	13
Hispanic	38	779	33494	100	100	99	460	468	466	3	13	15	37	25	23	55	46	49	5	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	29	464	36122	100	100	99	486	498	501	7	8	5	14	13	10	59	41	50	21	37	35
Students with Disabilities	NC	243	10295	NC	99	92	NC	434	443	NC	40	33	NC	29	26	NC	23	33	NC	9	8
Students without Disabilities	90	1366	69852	100	100	100	467	483	488	7	8	7	26	19	16	59	49	51	9	24	26
Limited English Proficient Students	17	319	12722	100	100	97	437	438	441	6	27	27	59	36	33	35	32	37	NA	5	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	78	1141	38371	100	100	97	462	464	465	6	16	15	31	25	23	56	45	49	6	15	13
Non-Economically Disadvantaged	17	468	41776	100	100	100	485	503	498	6	5	6	12	12	11	65	45	49	18	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	90	1601	79686	95	99	98	464	463	470	7	14	11	32	27	24	56	52	57	6	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	819	39163	94	99	99	472	470	475	6	11	9	25	23	22	60	56	60	8	9	10
Male	42	782	40438	95	99	97	454	457	465	7	16	13	40	30	25	50	48	54	2	6	7
African American	18	168	4228	90	98	98	468	461	458	NA	13	15	33	27	28	67	57	53	NA	3	4
Hispanic	36	773	33299	95	99	98	455	454	452	14	16	17	42	32	32	39	47	47	6	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	28	463	35914	97	100	98	480	484	489	NA	8	5	14	15	15	75	62	67	11	14	14
Students with Disabilities	NC	239	9808	NC	98	87	NC	420	432	NC	47	35	NC	28	32	NC	23	30	NC	2	3
Students without Disabilities	89	1362	69878	99	99	100	464	471	475	7	8	8	33	26	23	55	57	61	6	8	9
Limited English Proficient Students	15	314	12594	88	98	96	418	419	422	27	36	34	73	46	45	NA	18	21	NA	0	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	73	1134	38095	94	99	97	460	452	452	8	18	17	36	31	32	51	46	48	5	5	3
Non-Economically Disadvantaged	17	467	41591	100	100	99	481	490	486	NA	4	6	18	16	16	76	67	65	6	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	95	1606	80372	100	100	99	482	475	475	NA	4	4	31	32	30	68	62	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	823	39452	100	100	99	494	489	488	NA	3	3	22	22	22	76	72	72	2	3	3
Male	44	783	40836	100	99	98	468	459	464	NA	6	6	41	42	37	59	51	56	NA	1	1
African American	20	168	4264	100	98	99	481	473	465	NA	3	5	40	37	35	55	59	59	5	1	1
Hispanic	38	779	33608	100	100	99	474	468	462	NA	6	6	32	35	36	68	58	57	NA	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	29	462	36213	100	99	99	491	487	489	NA	4	2	24	23	22	76	69	72	NA	4	3
Students with Disabilities	NC	242	10526	NC	99	94	NC	421	427	NC	18	15	NC	56	53	NC	26	31	NC	NA	1
Students without Disabilities	90	1364	69846	100	100	100	485	484	482	NA	2	3	28	27	26	71	69	69	1	2	2
Limited English Proficient Students	17	318	12747	100	99	97	449	439	432	NA	11	12	53	51	52	47	38	36	NA	0	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	78	1138	38521	100	99	98	478	466	461	NA	5	6	35	37	38	64	56	55	1	1	1
Non-Economically Disadvantaged	17	468	41851	100	100	100	500	496	489	NA	2	3	12	18	22	88	77	72	NA	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	77	1433	79306	100	100	99	493	500	504	13	14	13	29	21	20	47	48	49	12	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	691	38845	100	100	99	494	499	505	14	14	11	28	21	20	50	50	50	8	15	18
Male	41	742	40383	100	100	98	492	502	504	12	14	14	29	21	19	44	46	47	15	18	19
African American	10	155	4171	100	100	98	NA	481	485	NA	23	20	NA	25	26	NA	45	44	NA	7	10
Hispanic	32	661	32673	100	100	99	479	490	487	19	15	18	31	25	25	47	50	46	3	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	27	449	36234	100	100	99	520	522	523	NA	8	6	19	12	13	59	49	52	22	31	28
Students with Disabilities	13	258	10286	100	100	91	450	461	462	46	42	41	38	29	27	15	24	27	NA	6	5
Students without Disabilities	64	1175	69020	100	100	100	502	509	510	6	8	9	27	20	18	53	53	52	14	19	21
Limited English Proficient Students	11	264	10291	100	100	96	456	465	458	36	30	38	36	37	34	27	30	26	NA	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	59	985	37437	100	100	97	482	488	486	17	17	19	32	26	26	44	48	46	7	9	9
Non-Economically Disadvantaged	18	448	41869	100	100	100	529	528	521	NA	6	7	17	11	14	56	47	51	28	35	27

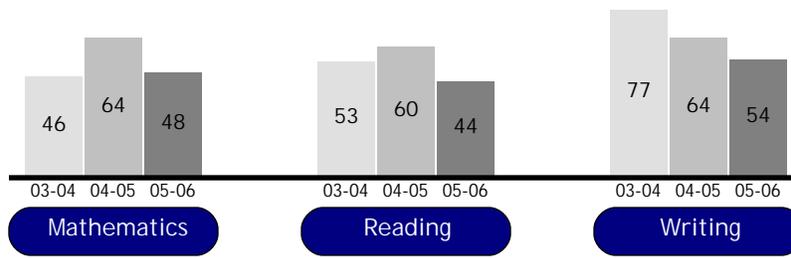
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	1423	79000	88	99	98	495	484	489	4	10	10	21	26	24	68	58	58	7	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	687	38774	89	99	99	503	488	494	NA	8	7	16	23	22	75	61	61	9	8	10
Male	36	736	40150	88	100	98	487	481	485	8	12	12	25	28	25	61	55	55	6	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	25	653	32508	78	99	98	485	473	472	8	12	15	12	30	33	80	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	26	448	36135	96	100	98	514	507	508	NA	4	4	15	15	14	69	66	67	15	15	15
Students with Disabilities	NC	248	9991	NC	97	88	NC	448	449	NC	33	33	NC	40	36	NC	25	29	NC	3	2
Students without Disabilities	64	1175	69009	100	100	100	497	492	495	3	5	6	20	23	22	69	65	62	8	7	10
Limited English Proficient Students	NC	259	10199	NC	98	95	NC	445	439	NC	27	35	NC	47	47	NC	25	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	52	977	37234	88	99	97	483	474	472	6	13	15	25	30	33	69	55	50	NA	2	3
Non-Economically Disadvantaged	16	446	41766	89	100	99	532	508	505	NA	4	5	6	16	16	63	63	65	31	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	77	1430	79611	100	100	99	496	492	496	5	8	7	35	39	37	60	52	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	689	39016	100	100	99	517	507	511	3	4	4	19	32	29	78	62	66	NA	1	1
Male	41	741	40519	100	100	98	479	477	482	7	11	10	49	46	44	44	43	46	NA	1	0
African American	10	155	4188	100	100	98	NA	483	486	NA	9	9	NA	45	40	NA	46	50	NA	1	0
Hispanic	32	660	32855	100	100	99	478	484	481	6	9	10	41	41	43	53	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	27	448	36380	100	100	99	528	507	511	NA	5	4	26	35	30	74	58	65	NA	2	1
Students with Disabilities	13	257	10664	100	100	94	439	438	440	15	23	23	77	58	54	8	19	22	NA	0	1
Students without Disabilities	64	1173	68947	100	100	100	508	503	504	3	4	4	27	35	34	70	60	61	NA	1	1
Limited English Proficient Students	11	265	10362	100	100	97	451	443	438	18	20	22	45	56	57	36	24	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	59	983	37626	100	100	98	485	482	479	7	9	10	41	43	45	53	48	45	NA	0	0
Non-Economically Disadvantaged	18	447	41985	100	100	100	533	512	511	NA	4	4	17	31	30	83	62	65	NA	2	1

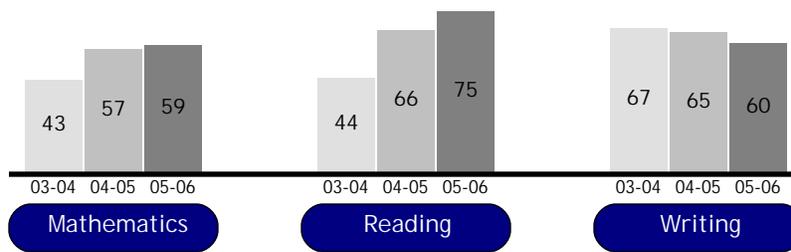
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	93	48	NA	58	98	39	41	47	100	44	41	46
	Language	97	38	44	50	98	39	39	47	100	39	39	48
	Mathematics	96	65	57	64	100	39	44	50	100	41	41	52
3	Reading	96	44	NA	55	100	40	41	44	93	34	41	46
	Language	98	49	54	61	100	37	40	44	100	30	39	46
	Mathematics	96	43	54	61	100	42	46	51	100	32	46	52
4	Reading	94	47	NA	56	100	48	43	48	95	46	44	52
	Language	96	49	45	52	100	51	45	49	100	50	46	52
	Mathematics	95	57	51	61	100	54	48	53	100	46	52	58
5	Reading	100	53	NA	55	100	46	46	50	88	58	52	56
	Language	100	48	43	49	100	47	45	50	100	50	48	54
	Mathematics	100	62	59	63	100	46	45	49	100	46	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Achievement
- Ü Curriculum and Assessment Issues
- Ü Budget
- Ü Extracurricular Programs
- Ü Parent Involvement
- Ü Facilities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	8.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	0
4 to 6 years	9	5	0	0
7 to 9 years	1	0	0	0
10 or more years	3	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	37
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
- Ü Computer Lab with Internet
- Ü Computers in Classrooms with Internet
- Ü iBook Mobile Lab

Extracurricular Activities

- Ü Before/After School Clubs
- Ü PTA Sponsored Events
- Ü Student Council
- Ü Coca Cola Valued Youth Project
- Ü All-Star Kids Tutoring

Social Services

- Ü Full Time Counselor
- Ü Full Time Nurse
- Ü Before/After School Kid Zone
- Ü Breakfast/Lunch/Summer Programs
- Ü Mobile Dental Clinic
- Ü District Social Worker
- Ü District Community Liaison

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Curry School received a Reading First Grant for a third year. A researched intervention model was expanded to enhance the core reading program. The staff attended Reading Academies and training in literacy.
- ü Dynamic Indicators of Early Literacy Skills (DIBELS) was used to establish benchmarks and monitor student progress in reading. Eighty-eight percent of Kindergarteners and eighty-nine percent of First Graders reached benchmark.
- ü Curry School continued to implement Character Counts. This was correlated with Second Step. There was an increase in the number of students who demonstrated appropriate behaviors.
- ü Curry School focused on differentiated circles of learning in reading and math. Every student had the opportunity for small group instruction, cross-age tutoring, and after school academies. This approach had a positive impact on achievement.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	91	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 counselors and teachers provide direct instruction on violence prevention using Second Step and Character Counts. The discipline program is based on six pillars of character: respect, responsibility, fairness, caring, trustworthiness and citizenship. Positive recognition is given to students who demonstrate success in academics and in the character traits. Staff training is provided to insure a safe and healthy learning environment.

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	Diane Veine	(480) 967-8336
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Nancy Griffin	(480) 730-7289
School Nutrition Programs	Rosie Bustillos	(480) 967-8336
Parent Organization	Daanon DeCock	(480) 967-8336
Student Health/Nurse	Krystal Brown	(480) 967-8336

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.