



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1330 E Carson Dr, 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
2004-05 Performing
2003-04 Performing

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

School Overview

Principal/Administrator : Dr. Earl N. Epps
Schedule : 08:00 AM to 04:00 PM
Grades : K-5
Web Address : www.tempe3.k12.az.us
Phone Number : (480) 897-2744
Fax Number : (480) 839-7325
E-mail : eepps@tempeschools.org

Mission

The Arredondo School mission is to place every individual in a position to succeed socially, emotionally and academically by involving parents and community, supporting teachers and focusing on student achievement.

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

- Goal #1 Reading: increase the number of students who meet or exceed the standard in reading as measured by AIMS 2006.
Goal #2 Writing: increase the number of students who meet or exceed the standard in writing as measured by AIMS 2006.
Goal #3 Math: increase the number of students who meet or exceed the standard in math as measured by AIMS 2006.

Enrollment

October 1, 2005 School Year Student Enrollment : 424
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 29

Instructional Programs

- ü Individual Ed. Plans for All in Math
- ü Gifted
- ü Sheltered English Immersion Programs
- ü On-site Special Education
- ü Extended Day Tutoring
- ü Lunch Time Homework Clubs
- ü After School Homework Clubs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Arredondo School's responsibility to include faculty, students, parents and community members in the overall planning and implementation of school programs. Our responsibility is to create programs that result in outstanding student achievement.

Parents

Parents' responsibilities are to abide by the Parent/Student/Teacher Compact and Parent Policy agreements: 1.) Parents need to talk with their child daily about his or her learning experiences at school. 2.) Read to their children nightly. 3.) Promote the completion of homework. 4.) Have child on time for school daily. 5.) Visit the classroom and become familiar with the learning experience provided. 6.) Send a positive message to their child daily that they value education.

Transportation Policy

Our school follows a standardized, district-wide policy on transportation safety and behavior. Busing boundaries are established for each school and approved by the Governing Board. Primary considerations for busing are distance and street locations.

School Honors

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

Award/Honor	Year
ü State Teacher Rookie of the Year Award	2000
ü Teacher Venture Awards	2001
ü Teacher Venture Awards	2002
ü Maricopa County Teacher of the Year Award	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	1503	80010	100	100	99	424	439	447	10	12	10	35	22	18	52	52	53	3	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	735	38935	100	100	99	429	438	447	11	12	9	26	22	19	57	53	55	6	13	17
Male	34	768	40974	100	100	98	419	440	448	9	12	11	44	22	18	47	51	52	NA	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	31	723	34545	100	100	99	418	430	432	6	14	14	52	26	24	42	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	441	465	465	6	5	5	19	12	11	63	53	56	13	31	28
Students with Disabilities	10	256	10161	100	100	93	NA	419	419	NA	29	28	NA	29	28	NA	32	36	NA	10	8
Students without Disabilities	59	1247	69849	100	100	100	427	443	451	10	8	7	32	21	17	54	56	56	3	14	19
Limited English Proficient Students	20	262	14013	100	100	97	411	409	413	20	24	24	40	38	34	40	35	39	NA	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	52	1056	39029	100	100	98	426	428	432	4	15	14	38	27	25	56	52	52	2	7	9
Non-Economically Disadvantaged	17	447	40981	100	100	100	418	466	462	29	5	6	24	11	13	41	54	54	6	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	69	1494	79438	100	100	98	426	443	451	14	11	9	41	29	24	43	52	56	1	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	731	38775	100	99	99	442	449	457	6	8	7	34	27	22	57	56	58	3	9	13
Male	34	763	40560	100	100	97	410	439	446	24	14	12	47	30	25	29	49	54	NA	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	31	717	34297	100	99	98	419	434	434	16	14	14	42	33	31	42	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	455	468	471	6	5	4	31	19	15	56	58	63	6	18	18
Students with Disabilities	10	250	9588	100	98	88	NA	413	416	NA	31	30	NA	31	32	NA	34	34	NA	4	5
Students without Disabilities	59	1244	69850	100	100	100	433	449	456	10	7	7	39	28	23	49	56	59	2	8	12
Limited English Proficient Students	20	257	13856	100	98	96	399	404	407	30	28	27	45	46	43	25	26	29	NA	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	52	1048	38685	100	99	97	426	432	435	15	14	14	40	33	32	42	50	50	2	3	5
Non-Economically Disadvantaged	17	446	40753	100	100	99	428	470	467	12	5	5	41	17	16	47	59	62	NA	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	69	1502	79971	100	100	99	393	424	423	16	9	8	49	38	41	33	48	49	1	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	735	38974	100	100	99	412	439	437	9	6	5	43	32	33	49	55	57	NA	7	4
Male	34	767	40895	100	100	98	373	408	410	24	12	10	56	44	47	18	42	41	3	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	31	720	34481	100	99	99	397	418	410	6	10	10	65	40	46	29	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	16	416	35150	100	100	99	400	440	437	25	5	5	31	34	35	44	53	56	NA	8	5
Students with Disabilities	10	258	10258	100	100	94	NA	372	377	NA	23	23	NA	52	51	NA	23	25	NA	3	1
Students without Disabilities	59	1244	69713	100	100	100	405	434	429	10	6	5	51	36	39	37	53	52	2	5	3
Limited English Proficient Students	20	261	13985	100	100	97	357	375	382	20	24	18	60	50	54	20	26	27	NA	1	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	52	1054	38994	100	99	98	395	414	409	13	10	10	52	42	47	33	45	41	2	2	1
Non-Economically Disadvantaged	17	448	40977	100	100	100	385	445	437	24	6	5	41	29	34	35	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	65	1609	80147	100	100	99	438	476	482	38	12	11	26	21	17	29	45	49	6	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	824	39281	100	100	99	433	476	483	43	12	9	21	21	17	32	44	50	4	22	24
Male	37	785	40780	100	100	98	441	475	482	35	12	12	30	21	17	27	46	48	8	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	28	779	33494	97	100	99	424	468	466	43	13	15	32	25	23	25	46	49	NA	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	22	464	36122	100	100	99	465	498	501	32	8	5	9	13	10	41	41	50	18	37	35
Students with Disabilities	14	243	10295	100	99	92	400	434	443	79	40	33	14	29	26	7	23	33	NA	9	8
Students without Disabilities	51	1366	69852	100	100	100	448	483	488	27	8	7	29	19	16	35	49	51	8	24	26
Limited English Proficient Students	25	319	12722	100	100	97	413	438	441	60	27	27	28	36	33	12	32	37	NA	5	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	48	1141	38371	100	100	97	422	464	465	48	16	15	27	25	23	25	45	49	NA	15	13
Non-Economically Disadvantaged	17	468	41776	100	100	100	481	503	498	12	5	6	24	12	11	41	45	49	24	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	65	1601	79686	100	99	98	432	463	470	42	14	11	25	27	24	29	52	57	5	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	819	39163	100	99	99	441	470	475	39	11	9	14	23	22	39	56	60	7	9	10
Male	37	782	40438	100	99	97	425	457	465	43	16	13	32	30	25	22	48	54	3	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	28	773	33299	97	99	98	420	454	452	46	16	17	25	32	32	29	47	47	NA	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	22	463	35914	100	100	98	459	484	489	23	8	5	32	15	15	32	62	67	14	14	14
Students with Disabilities	14	239	9808	100	98	87	399	420	432	93	47	35	NA	28	32	NA	23	30	7	2	3
Students without Disabilities	51	1362	69878	100	99	100	441	471	475	27	8	8	31	26	23	37	57	61	4	8	9
Limited English Proficient Students	25	314	12594	100	98	96	403	419	422	60	36	34	32	46	45	8	18	21	NA	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	48	1134	38095	100	99	97	415	452	452	52	18	17	25	31	32	23	46	48	NA	5	3
Non-Economically Disadvantaged	17	467	41591	100	100	99	478	490	486	12	4	6	24	16	16	47	67	65	18	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	64	1606	80372	98	100	99	457	475	475	13	4	4	34	32	30	52	62	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	823	39452	100	100	99	479	489	488	7	3	3	29	22	22	61	72	72	4	3	3
Male	36	783	40836	97	99	98	441	459	464	17	6	6	39	42	37	44	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	28	779	33608	97	100	99	441	468	462	14	6	6	46	35	36	39	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	21	462	36213	95	99	99	485	487	489	10	4	2	19	23	22	67	69	72	5	4	3
Students with Disabilities	14	242	10526	100	99	94	407	421	427	29	18	15	57	56	53	14	26	31	NA	NA	1
Students without Disabilities	50	1364	69846	98	100	100	471	484	482	8	2	3	28	27	26	62	69	69	2	2	2
Limited English Proficient Students	25	318	12747	100	99	97	426	439	432	20	11	12	44	51	52	36	38	36	NA	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	47	1138	38521	98	99	98	447	466	461	15	5	6	43	37	38	40	56	55	2	1	1
Non-Economically Disadvantaged	17	468	41851	100	100	100	485	496	489	6	2	3	12	18	22	82	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	53	1433	79306	100	100	99	494	500	504	13	14	13	26	21	20	42	48	49	19	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	691	38845	100	100	99	482	499	505	18	14	11	29	21	20	43	50	50	11	15	18
Male	25	742	40383	100	100	98	508	502	504	8	14	14	24	21	19	40	46	47	28	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	19	661	32673	100	100	99	477	490	487	11	15	18	42	25	25	42	50	46	5	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	20	449	36234	100	100	99	505	522	523	10	8	6	25	12	13	35	49	52	30	31	28
Students with Disabilities	12	258	10286	100	100	91	462	461	462	42	42	41	25	29	27	25	24	27	8	6	5
Students without Disabilities	41	1175	69020	100	100	100	504	509	510	5	8	9	27	20	18	46	53	52	22	19	21
Limited English Proficient Students	10	264	10291	100	100	96	NA	465	458	NA	30	38	NA	37	34	NA	30	26	NA	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	38	985	37437	100	100	97	490	488	486	8	17	19	34	26	26	45	48	46	13	9	9
Non-Economically Disadvantaged	15	448	41869	100	100	100	505	528	521	27	6	7	7	11	14	33	47	51	33	35	27

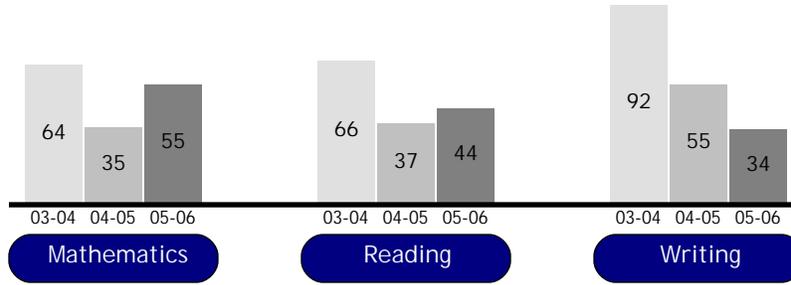
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	1423	79000	100	99	98	484	484	489	9	10	10	28	26	24	55	58	58	8	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	687	38774	100	99	99	475	488	494	14	8	7	29	23	22	54	61	61	4	8	10
Male	25	736	40150	100	100	98	494	481	485	4	12	12	28	28	25	56	55	55	12	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	19	653	32508	100	99	98	459	473	472	21	12	15	37	30	33	37	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	20	448	36135	100	100	98	505	507	508	5	4	4	15	15	14	65	66	67	15	15	15
Students with Disabilities	12	248	9991	100	97	88	450	448	449	33	33	33	33	40	36	33	25	29	NA	3	2
Students without Disabilities	41	1175	69009	100	100	100	494	492	495	2	5	6	27	23	22	61	65	62	10	7	10
Limited English Proficient Students	10	259	10199	100	98	95	NA	445	439	NA	27	35	NA	47	47	NA	25	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	38	977	37234	100	99	97	481	474	472	8	13	15	32	30	33	50	55	50	11	2	3
Non-Economically Disadvantaged	15	446	41766	100	100	99	492	508	505	13	4	5	20	16	16	67	63	65	NA	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	53	1430	79611	100	100	99	497	492	496	8	8	7	34	39	37	57	52	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	689	39016	100	100	99	498	507	511	11	4	4	29	32	29	57	62	66	4	1	1
Male	25	741	40519	100	100	98	497	477	482	4	11	10	40	46	44	56	43	46	NA	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	19	660	32855	100	100	99	478	484	481	21	9	10	26	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	20	448	36380	100	100	99	507	507	511	NA	5	4	35	35	30	65	58	65	NA	2	1
Students with Disabilities	12	257	10664	100	100	94	442	438	440	25	23	23	50	58	54	25	19	22	NA	0	1
Students without Disabilities	41	1173	68947	100	100	100	514	503	504	2	4	4	29	35	34	66	60	61	2	1	1
Limited English Proficient Students	10	265	10362	100	100	97	NA	443	438	NA	20	22	NA	56	57	NA	24	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	38	983	37626	100	100	98	492	482	479	11	9	10	32	43	45	58	48	45	NA	0	0
Non-Economically Disadvantaged	15	447	41985	100	100	100	510	512	511	NA	4	4	40	31	30	53	62	65	7	2	1

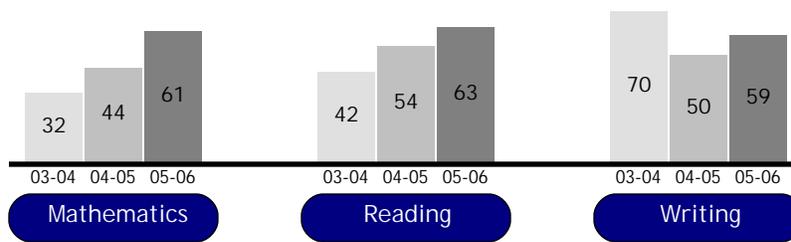
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	64	NA	58	100	45	41	47	100	46	41	46
	Language	99	59	44	50	100	49	39	47	100	56	39	48
	Mathematics	100	80	57	64	100	57	44	50	100	56	41	52
3	Reading	100	49	NA	55	98	25	41	44	100	28	41	46
	Language	99	59	54	61	98	27	40	44	100	30	39	46
	Mathematics	100	69	54	61	100	35	46	51	100	35	46	52
4	Reading	100	36	NA	56	100	40	43	48	100	24	44	52
	Language	98	39	45	52	100	40	45	49	98	24	46	52
	Mathematics	100	43	51	61	100	41	48	53	100	27	52	58
5	Reading	99	45	NA	55	98	38	46	50	100	50	52	56
	Language	100	33	43	49	98	35	45	50	100	39	48	54
	Mathematics	100	44	59	63	98	33	45	49	100	41	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)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Budget - Field Trips/Classroom Extras
- Ü Title I Allocations/Parent Compact
- Ü Community Education/School Plan
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü Schoolwide Events

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.55
Other Professional Staff	2.80	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Two Soundproof Music Rooms
- Ü Library
- Ü Multi-Purpose Room with Stage

Extracurricular Activities

- Ü Student Council
- Ü Choir
- Ü Band
- Ü Orchestra
- Ü Musical Performances/Plays
- Ü After School Tutoring/Homework Clubs

Social Services

- Ü Before/After School Programs
- Ü Breakfast/Lunch Programs
- Ü Parent Welcome Center
- Ü Anti-drug/Anti-tobacco/Anti-alcohol Prog
- Ü Character Education & Peer Mediation
- Ü Arredondo Assistance Team
- Ü Counselor, Nurses, Psychologist, Speech

ü Salt River Project After-school Tutors assisted students to improve academically as evidenced by program data.

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	89	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

Teachers and the counselor directly instruct the Second Step behavior management program. In addition, we are implementing a brain-based character education program. Our children use peer mediator (conflict manager) techniques on the playground. We will have a team trained this year in the scientifically-based research program against bullying called Olweus. Implementation of this effective program will begin as soon as staff are trained.

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) :

2

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 Mardis	(480) 897-2744
Transportation Policy	Paul Novack	(480) 350-9006
Community Resources	Dr. Earl Epps	(480) 897-2744
School Nutrition Programs	Syed Huq	(480) 897-2744
Parent Organization	Vickie Mangels	(480) 897-2744
Student Health/Nurse	Christy Carron	(480) 897-2744

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