

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

727 W Cornell Dr, Tempe, AZ 85283

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 Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Wendy Reeck
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-5
 Web Address : www.tempe3.k12.az.us/Wood/wood.html
 Phone Number : (480) 838-0711
 Fax Number : (480) 838-0832
 E-mail : wreck@tempeschools.org

Mission

Wood School in partnership with families and community, develops self-assured life-long learners who become responsible, productive members of society inspired to create a future full of hope and promise. Integrated curriculum is fostered through Reading Blocks, Team Time, and Guidelines for Success.

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 Increase math, reading and writing skills as measured by the District Achievement Plan, including district and state criterion and standardized norm-referenced tests.
- ü Integrate the curriculum through Reading and Language, acquisition strategies.
- ü Integrate the curriculum through math, science and social studies standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 602
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 186

Instructional Programs

- Ü Full-day Kindergarten
- Ü Harcourt Reading Program K-5
- Ü Character Counts Developmental Program
- Ü Sheltered English Immersion Classes
- Ü Harcourt Math Program K-5
- Ü Olweus Bully Prevention Program
- Ü Extended Day Learning Program
- Ü Indian Education Immersion Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Wood School promotes academic and social success by focusing on Arizona Academic Standards, integrated curriculum and workplace standards and skills. Family involvement includes communication, training and volunteer programs.

Parents

Families are to develop partnerships with the school by sending their children to school on time, ready to learn in school uniform, communicating with school staff, supporting children's and teachers' efforts, and by setting up a structured time and place for studies.

Transportation Policy

Our school follows district policy on transportation. Violations are referred to the school. Busing boundaries are established for each school and approved by the Governing Board. Considerations for busing are distance and major street locations.

School Honors

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

Award/Honor	Year
Ü Diablos Award: Wood Schools Multicultural Festival	2002
Ü Community In Schools Grant	2003
Ü Arizona Counselor of the Year Award	2004
Ü Tempe Elementary Impact Award	2005

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	81	1503	80010	100	100	99	433	439	447	17	12	10	22	22	18	49	52	53	11	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	735	38935	100	100	99	438	438	447	14	12	9	21	22	19	52	53	55	12	13	17
Male	39	768	40974	98	100	98	429	440	448	21	12	11	23	22	18	46	51	52	10	15	19
African American	14	190	4201	100	100	99	443	426	430	7	14	17	21	28	23	57	54	51	14	4	9
Hispanic	32	723	34545	100	100	99	434	430	432	16	14	14	22	26	24	53	52	53	9	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	18	131	3979	95	99	96	408	421	424	33	18	17	28	31	30	39	47	47	NA	5	6
White	13	414	35142	100	100	99	455	465	465	15	5	5	8	12	11	54	53	56	23	31	28
Students with Disabilities	NC	256	10161	NC	100	93	NC	419	419	NC	29	28	NC	29	28	NC	32	36	NC	10	8
Students without Disabilities	72	1247	69849	100	100	100	435	443	451	15	8	7	21	21	17	53	56	56	11	14	19
Limited English Proficient Students	13	262	14013	100	100	97	419	409	413	15	24	24	46	38	34	31	35	39	8	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	60	1056	39029	98	100	98	429	428	432	20	15	14	25	27	25	45	52	52	10	7	9
Non-Economically Disadvantaged	21	447	40981	100	100	100	446	466	462	10	5	6	14	11	13	62	54	54	14	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	81	1494	79438	100	100	98	436	443	451	15	11	9	33	29	24	44	52	56	7	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	731	38775	100	99	99	452	449	457	7	8	7	29	27	22	52	56	58	12	9	13
Male	39	763	40560	98	100	97	418	439	446	23	14	12	38	30	25	36	49	54	3	7	9
African American	14	188	4178	100	100	98	457	435	439	7	12	13	21	34	29	57	51	52	14	3	6
Hispanic	32	717	34297	100	99	98	435	434	434	13	14	14	41	33	31	41	50	50	6	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	18	131	3940	95	99	95	413	422	429	33	21	14	33	33	36	28	46	47	6	1	3
White	13	413	34887	100	100	98	445	468	471	8	5	4	31	19	15	54	58	63	8	18	18
Students with Disabilities	NC	250	9588	NC	98	88	NC	413	416	NC	31	30	NC	31	32	NC	34	34	NC	4	5
Students without Disabilities	72	1244	69850	100	100	100	437	449	456	14	7	7	32	28	23	47	56	59	7	8	12
Limited English Proficient Students	13	257	13856	100	98	96	399	404	407	31	28	27	46	46	43	23	26	29	NA	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	60	1048	38685	98	99	97	427	432	435	20	14	14	37	33	32	38	50	50	5	3	5
Non-Economically Disadvantaged	21	446	40753	100	100	99	460	470	467	NA	5	5	24	17	16	62	59	62	14	19	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	1502	79971	100	100	99	411	424	423	10	9	8	51	38	41	35	48	49	5	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	735	38974	100	100	99	434	439	437	5	6	5	45	32	33	40	55	57	10	7	4
Male	39	767	40895	98	100	98	387	408	410	15	12	10	56	44	47	28	42	41	NA	2	2
African American	14	190	4203	100	100	99	444	416	411	7	8	11	36	44	45	43	46	43	14	2	2
Hispanic	32	720	34481	100	99	99	423	418	410	3	10	10	53	40	46	41	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	18	131	3995	95	99	96	374	405	409	22	14	10	61	40	47	11	42	42	6	4	1
White	13	416	35150	100	100	99	402	440	437	15	5	5	38	34	35	46	53	56	NA	8	5
Students with Disabilities	NC	258	10258	NC	100	94	NC	372	377	NC	23	23	NC	52	51	NC	23	25	NC	3	1
Students without Disabilities	72	1244	69713	100	100	100	416	434	429	8	6	5	50	36	39	36	53	52	6	5	3
Limited English Proficient Students	13	261	13985	100	100	97	360	375	382	38	24	18	31	50	54	31	26	27	NA	1	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	60	1054	38994	98	99	98	405	414	409	13	10	10	50	42	47	32	45	41	5	2	1
Non-Economically Disadvantaged	21	448	40977	100	100	100	430	445	437	NA	6	5	52	29	34	43	55	56	5	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	113	1609	80147	100	100	99	471	476	482	13	12	11	19	21	17	53	45	49	15	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	824	39281	100	100	99	472	476	483	11	12	9	20	21	17	54	44	50	15	22	24
Male	52	785	40780	100	100	98	470	475	482	15	12	12	17	21	17	52	46	48	15	21	24
African American	12	170	4249	100	99	99	460	464	464	42	16	17	NA	21	22	33	52	48	25	12	13
Hispanic	50	779	33494	100	100	99	466	468	466	12	13	15	18	25	23	62	46	49	8	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	24	151	4117	100	100	96	469	455	456	8	20	19	25	26	27	50	44	46	17	9	8
White	21	464	36122	100	100	99	481	498	501	10	8	5	29	13	10	38	41	50	24	37	35
Students with Disabilities	13	243	10295	100	99	92	400	434	443	69	40	33	23	29	26	8	23	33	NA	9	8
Students without Disabilities	100	1366	69852	100	100	100	480	483	488	6	8	7	18	19	16	59	49	51	17	24	26
Limited English Proficient Students	13	319	12722	100	100	97	436	438	441	23	27	27	38	36	33	31	32	37	8	5	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	78	1141	38371	100	100	97	460	464	465	18	16	15	26	25	23	44	45	49	13	15	13
Non-Economically Disadvantaged	35	468	41776	100	100	100	495	503	498	3	5	6	3	12	11	74	45	49	20	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	113	1601	79686	100	99	98	461	463	470	14	14	11	27	27	24	54	52	57	5	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	819	39163	100	99	99	468	470	475	11	11	9	25	23	22	57	56	60	7	9	10
Male	52	782	40438	100	99	97	453	457	465	17	16	13	29	30	25	50	48	54	4	6	7
African American	12	168	4228	100	98	98	461	461	458	25	13	15	17	27	28	58	57	53	NA	3	4
Hispanic	50	773	33299	100	99	98	455	454	452	10	16	17	36	32	32	52	47	47	2	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	24	152	4087	100	100	96	460	447	446	13	20	16	33	32	38	46	45	44	8	3	2
White	21	463	35914	100	100	98	465	484	489	24	8	5	10	15	15	57	62	67	10	14	14
Students with Disabilities	13	239	9808	100	98	87	402	420	432	62	47	35	31	28	32	8	23	30	NA	2	3
Students without Disabilities	100	1362	69878	100	99	100	469	471	475	8	8	8	26	26	23	60	57	61	6	8	9
Limited English Proficient Students	13	314	12594	100	98	96	423	419	422	31	36	34	46	46	45	23	18	21	NA	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	78	1134	38095	100	99	97	452	452	452	21	18	17	29	31	32	45	46	48	5	5	3
Non-Economically Disadvantaged	35	467	41591	100	100	99	480	490	486	NA	4	6	20	16	16	74	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	112	1606	80372	99	100	99	473	475	475	4	4	4	27	32	30	69	62	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	823	39452	98	100	99	484	489	488	3	3	3	17	22	22	80	72	72	NA	3	3
Male	52	783	40836	100	99	98	459	459	464	6	6	6	38	42	37	56	51	56	NA	1	1
African American	12	168	4264	100	98	99	471	473	465	8	3	5	25	37	35	67	59	59	NA	1	1
Hispanic	49	779	33608	98	100	99	466	468	462	6	6	6	24	35	36	69	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	24	152	4128	100	100	97	470	467	464	4	3	4	33	38	39	63	59	56	NA	NA	1
White	21	462	36213	100	99	99	477	487	489	NA	4	2	33	23	22	67	69	72	NA	4	3
Students with Disabilities	13	242	10526	100	99	94	396	421	427	31	18	15	54	56	53	15	26	31	NA	NA	1
Students without Disabilities	99	1364	69846	99	100	100	483	484	482	1	2	3	23	27	26	76	69	69	NA	2	2
Limited English Proficient Students	12	318	12747	92	99	97	436	439	432	8	11	12	50	51	52	42	38	36	NA	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	77	1138	38521	99	99	98	461	466	461	6	5	6	35	37	38	58	56	55	NA	1	1
Non-Economically Disadvantaged	35	468	41851	100	100	100	497	496	489	NA	2	3	9	18	22	91	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	88	1433	79306	100	100	99	496	500	504	16	14	13	24	21	20	45	48	49	15	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	691	38845	100	100	99	486	499	505	22	14	11	20	21	20	49	50	50	10	15	18
Male	47	742	40383	100	100	98	504	502	504	11	14	14	28	21	19	43	46	47	19	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	36	661	32673	100	100	99	493	490	487	8	15	18	31	25	25	50	50	46	11	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	21	114	4034	100	100	97	455	482	479	38	18	22	33	32	29	29	39	43	NA	11	7
White	19	449	36234	100	100	99	533	522	523	11	8	6	5	12	13	53	49	52	32	31	28
Students with Disabilities	15	258	10286	100	100	91	447	461	462	47	42	41	40	29	27	13	24	27	NA	6	5
Students without Disabilities	73	1175	69020	100	100	100	506	509	510	10	8	9	21	20	18	52	53	52	18	19	21
Limited English Proficient Students	14	264	10291	100	100	96	469	465	458	29	30	38	36	37	34	36	30	26	NA	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	63	985	37437	100	100	97	482	488	486	19	17	19	30	26	26	44	48	46	6	9	9
Non-Economically Disadvantaged	25	448	41869	100	100	100	530	528	521	8	6	7	8	11	14	48	47	51	36	35	27

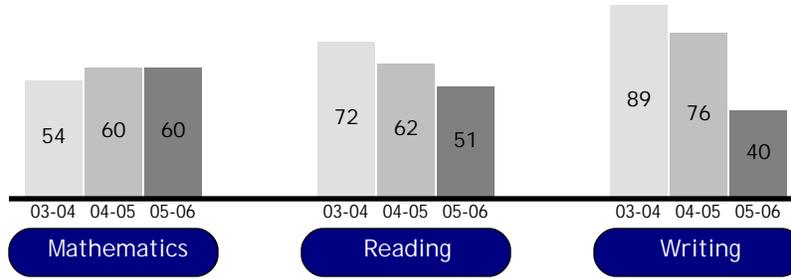
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	1423	79000	100	99	98	483	484	489	9	10	10	33	26	24	51	58	58	7	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	687	38774	100	99	99	477	488	494	10	8	7	39	23	22	44	61	61	7	8	10
Male	47	736	40150	100	100	98	488	481	485	9	12	12	28	28	25	57	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	36	653	32508	100	99	98	484	473	472	6	12	15	33	30	33	56	56	49	6	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	21	114	4016	100	100	96	447	470	467	24	11	14	57	39	37	19	44	46	NA	5	2
White	19	448	36135	100	100	98	516	507	508	NA	4	4	5	15	14	79	66	67	16	15	15
Students with Disabilities	15	248	9991	100	97	88	432	448	449	40	33	33	47	40	36	13	25	29	NA	3	2
Students without Disabilities	73	1175	69009	100	100	100	493	492	495	3	5	6	30	23	22	59	65	62	8	7	10
Limited English Proficient Students	14	259	10199	100	98	95	449	445	439	21	27	35	64	47	47	14	25	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	63	977	37234	100	99	97	474	474	472	10	13	15	41	30	33	46	55	50	3	2	3
Non-Economically Disadvantaged	25	446	41766	100	100	99	505	508	505	8	4	5	12	16	16	64	63	65	16	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	88	1430	79611	100	100	99	482	492	496	13	8	7	35	39	37	52	52	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	689	39016	100	100	99	485	507	511	12	4	4	32	32	29	56	62	66	NA	1	1
Male	47	741	40519	100	100	98	479	477	482	13	11	10	38	46	44	49	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	36	660	32855	100	100	99	471	484	481	19	9	10	31	41	43	50	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	21	113	3992	100	99	96	459	487	478	10	4	10	57	47	46	33	49	44	NA	NA	0
White	19	448	36380	100	100	99	520	507	511	NA	5	4	26	35	30	74	58	65	NA	2	1
Students with Disabilities	15	257	10664	100	100	94	447	438	440	27	23	23	47	58	54	27	19	22	NA	0	1
Students without Disabilities	73	1173	68947	100	100	100	489	503	504	10	4	4	33	35	34	58	60	61	NA	1	1
Limited English Proficient Students	14	265	10362	100	100	97	423	443	438	43	20	22	36	56	57	21	24	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	63	983	37626	100	100	98	474	482	479	13	9	10	41	43	45	46	48	45	NA	0	0
Non-Economically Disadvantaged	25	447	41985	100	100	100	502	512	511	12	4	4	20	31	30	68	62	65	NA	2	1

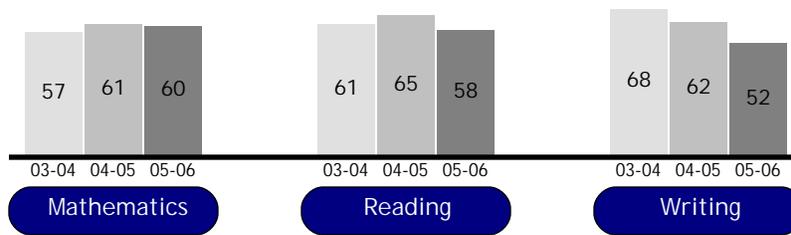
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	90	53	NA	58	100	38	41	47	100	41	41	46
	Language	98	38	44	50	100	38	39	47	100	39	39	48
	Mathematics	96	37	57	64	100	40	44	50	99	44	41	52
3	Reading	100	39	NA	55	100	41	41	44	100	32	41	46
	Language	100	49	54	61	100	39	40	44	100	35	39	46
	Mathematics	100	42	54	61	100	41	46	51	100	37	46	52
4	Reading	100	40	NA	56	100	45	43	48	100	41	44	52
	Language	100	37	45	52	100	50	45	49	100	46	46	52
	Mathematics	100	37	51	61	100	49	48	53	100	48	52	58
5	Reading	100	47	NA	55	100	48	46	50	100	48	52	56
	Language	99	43	43	49	100	44	45	50	100	44	48	54
	Mathematics	99	52	59	63	100	41	45	49	100	44	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

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget Allocations
- Ü Extracurricular Activities
- Ü Instructional Strategies
- Ü Family Involvement
- Ü Site Usage
- Ü Curriculum Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	39.00
Other Professional Staff	6.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	5	0	0
4 to 6 years	3	3	0	0
7 to 9 years	3	3	0	0
10 or more years	2	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	37
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Video Editing Studio
- Ü Library
- Ü Parent Resource Center

Extracurricular Activities

- Ü Student Council
- Ü Jump Start Summer Enrichment School
- Ü Junior Achievement
- Ü CLIP/Reading Before & After School
- Ü Getz Guardians
- Ü Extended Day Learning Programs

Social Services

- Ü Before/After School Care
- Ü Breakfast/Lunch Programs
- Ü Clothing Bank
- Ü Community Classes
- Ü Parent Liaison-Community In Schools
- Ü GPIC Counseling Grant

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü AIMS scores have increased in fifth grade. NWEA level tests showed that most students made at least one year's growth from the fall to spring in reading and math.

- ü Community relations through business partnerships have increased career awareness opportunities for students. Programs exist with Junior Achievement, Washington Mutual, and ATA Black Belt Academy.

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	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

The Character Counts Program has been implemented in all grades, along with the Olweus Bully Prevention Program to ensure that all students will feel safe in the school environment. Think Time is used in all classrooms to develop student responsibility for their behavior. Uniforms are mandatory. We also celebrate Red Ribbon Week to reaffirm the choice to be drug free.

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) :

1

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	Wendy Reeck	(480) 838-0711
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Dot Hernandez	(480) 838-0711
School Nutrition Programs	Pam Gorowara	(480) 774-2126
Parent Organization	Donelle Anderson	(480) 838-0711
Student Health/Nurse	Jayne Joynt	(480) 838-0711

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.