

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1225 W. Clarendon, Phoenix, AZ 85013

Osborn Elementary 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 LEARNS<sup>1</sup>

#### 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.

### 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 Overview

Principal/Administrator : Mrs. Sandra J. Meko  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : 4-6  
 Web Address : www.osbornnet.org/cla  
 Phone Number : (602) 707-2200  
 Fax Number : (602) 707-2240  
 E-mail : smeko@osbornnet.org

### Mission

Our shared mission is to empower each learner in the pursuit of knowledge in a safe, stimulating environment, with respect for our culturally diverse community.

### School / Academic Goals

- ü Continue to increase the percentage of students meeting and exceeding the standards, as assessed by the AIMS tests in reading, writing and mathematics.
- ü Decrease the percentage of students falling far below the Arizona state standards, as assessed by the AIMS tests in reading, writing and mathematics.
- ü Continue to increase the number of ELL students reaching proficiency on the Stanford English Language Proficiency Test, thus increasing the number of students reclassified as English proficient.
- ü Maintain or improve student attendance rate at 95% or better.

### Enrollment

October 1, 2005 School Year Student Enrollment : 470  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 22

Instructional Programs

- Ü Standards-based Literacy Program
- Ü Standards-based Mathematics Program
- Ü Special Education Programs
- Ü Dual Language Programs at Each Grade
- Ü Art and Physical Education Programs
- Ü General Music and Band Programs
- Ü Science and Social Studies at Each Grade
- Ü Integrated Technology

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Clarendon will provide an environment that encourages respect, positive communication, high standards for academic achievement, and challenging, relevant standards-based instruction that meets student needs.

Parents

Clarendon expects parents to have students attend school regularly, support school rules, provide proper nutrition and rest, communicate regularly with the school, support students in completing homework and attend parent conferences and meetings.

Transportation Policy

Transportation is provided for students who live at least one mile away from school, on the other side of a major street, or near any hazardous crossing. Transportation is also available for special education students.

School Honors

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

Award/Honor	Year
Ü 2 Teachers Rec'd Alliance for Teacher Excellence Awards	2004
Ü 6 Clarendon Students attended Project Excellence	2004
Ü Truancy/Delinquency Reduction Grant Awarded	2005
Ü Phoenix Arts Commission Grant Awarded	2005

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	168	436	80147	99	100	99	481	473	482	11	14	11	15	17	17	49	50	49	24	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	223	39281	99	99	99	473	474	483	13	13	9	17	16	17	54	53	50	16	17	24
Male	86	213	40780	100	100	98	490	472	482	9	15	12	14	18	17	45	47	48	31	20	24
African American	20	50	4249	95	100	99	475	465	464	10	14	17	25	26	22	45	46	48	20	14	13
Hispanic	102	260	33494	100	100	99	476	472	466	13	13	15	16	17	23	51	50	49	21	19	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	20	58	4117	100	100	96	511	480	456	5	16	19	10	7	27	45	60	46	40	17	8
White	22	60	36122	96	95	99	494	479	501	14	13	5	9	18	10	45	43	50	32	25	35
Students with Disabilities	19	56	10295	100	97	92	426	422	443	53	50	33	21	21	26	21	27	33	5	2	8
Students without Disabilities	149	380	69852	99	100	100	488	480	488	6	9	7	15	16	16	53	54	51	26	21	26
Limited English Proficient Students	50	113	12722	100	100	97	451	444	441	24	27	27	20	24	33	50	43	37	6	5	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	156	401	38371	99	98	97	481	473	465	12	14	15	16	17	23	47	50	49	25	19	13
Non-Economically Disadvantaged	12	35	41776	100	100	100	483	469	498	NA	14	6	8	20	11	83	57	49	8	9	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	168	430	79686	99	99	98	455	449	470	15	21	11	29	29	24	51	46	57	5	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	221	39163	99	98	99	455	454	475	15	18	9	32	29	22	46	47	60	7	7	10
Male	86	209	40438	100	99	97	455	444	465	15	23	13	27	30	25	55	45	54	3	2	7
African American	20	50	4228	95	100	98	467	460	458	5	18	15	40	26	28	40	46	53	15	10	4
Hispanic	102	255	33299	100	98	98	448	446	452	19	22	17	27	29	32	51	45	47	3	4	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	20	56	4087	100	100	96	466	449	446	5	13	16	35	38	38	55	48	44	5	2	2
White	22	61	35914	96	97	98	469	457	489	18	25	5	18	21	15	55	49	67	9	5	14
Students with Disabilities	19	50	9808	100	86	87	404	406	432	63	60	35	16	18	32	21	22	30	NA	NA	3
Students without Disabilities	149	380	69878	99	100	100	461	454	475	9	16	8	31	31	23	54	49	61	6	5	9
Limited English Proficient Students	50	110	12594	100	97	96	426	417	422	34	44	34	30	33	45	34	23	21	2	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	156	396	38095	99	97	97	455	449	452	16	21	17	28	29	32	50	45	48	6	5	3
Non-Economically Disadvantaged	12	34	41591	100	100	99	464	452	486	NA	21	6	42	26	16	58	50	65	NA	3	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	167	434	80372	99	100	99	458	454	475	8	10	4	35	36	30	56	53	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	224	39452	99	100	99	460	461	488	10	9	3	23	28	22	66	63	72	1	0	3
Male	85	210	40836	99	100	98	456	446	464	7	10	6	46	46	37	47	43	56	NA	1	1
African American	19	48	4264	90	100	99	455	458	465	5	10	5	47	38	35	47	52	59	NA	NA	1
Hispanic	102	259	33608	100	99	99	453	453	462	10	8	6	34	39	36	55	51	57	1	1	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	20	58	4128	100	100	97	485	459	464	NA	10	4	25	24	39	75	64	56	NA	2	1
White	22	61	36213	96	97	99	471	459	489	9	10	2	32	34	22	59	54	72	NA	2	3
Students with Disabilities	18	54	10526	95	93	94	406	394	427	28	30	15	67	57	53	6	11	31	NA	2	1
Students without Disabilities	149	380	69846	99	100	100	464	462	482	6	7	3	31	33	26	62	59	69	1	1	2
Limited English Proficient Students	50	113	12747	100	100	97	426	414	432	18	22	12	42	49	52	40	29	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	155	398	38521	99	97	98	456	455	461	9	9	6	35	37	38	55	53	55	1	1	1
Non-Economically Disadvantaged	12	36	41851	100	100	100	488	439	489	NA	17	3	33	28	22	67	56	72	NA	NA	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	156	408	79306	99	98	99	491	495	504	20	18	13	21	23	20	44	41	49	15	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	200	38845	99	97	99	491	495	505	14	14	11	24	25	20	50	45	50	12	17	18
Male	78	208	40383	100	99	98	490	494	504	26	23	14	18	21	19	37	38	47	19	18	19
African American	14	41	4171	93	91	98	472	489	485	29	22	20	29	24	26	29	32	44	14	22	10
Hispanic	90	252	32673	100	98	99	488	493	487	23	20	18	24	25	25	36	38	46	17	17	10
Asian/Pacific Islander	NC	11	2147	NC	100	99	NC	499	539	NC	9	5	NC	18	10	NC	55	46	NC	18	40
American Indian/Alaskan Native	12	39	4034	92	98	97	493	489	479	17	15	22	17	21	29	50	49	43	17	15	7
White	35	65	36234	100	100	99	499	508	523	11	12	6	14	17	13	66	52	52	9	18	28
Students with Disabilities	31	65	10286	97	90	91	451	455	462	48	45	41	26	28	27	19	23	27	6	5	5
Students without Disabilities	125	343	69020	100	100	100	500	501	510	13	13	9	20	22	18	50	45	52	18	20	21
Limited English Proficient Students	32	95	10291	100	97	96	463	459	458	41	40	38	31	33	34	22	23	26	6	4	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	140	367	37437	97	96	97	486	495	486	21	19	19	24	23	26	43	41	46	12	17	9
Non-Economically Disadvantaged	16	41	41869	100	100	100	532	498	521	6	17	7	NA	22	14	50	41	51	44	20	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	155	407	79000	99	98	98	472	470	489	17	18	10	28	29	24	54	51	58	2	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	203	38774	99	99	99	477	474	494	13	16	7	27	25	22	58	56	61	3	2	10
Male	77	204	40150	99	97	98	468	465	485	21	20	12	29	34	25	49	45	55	1	1	8
African American	14	42	4153	93	93	98	459	475	476	29	21	13	36	24	30	36	50	53	NA	5	4
Hispanic	89	250	32508	99	98	98	468	466	472	19	20	15	29	32	33	49	46	49	2	2	3
Asian/Pacific Islander	NC	11	2142	NC	100	99	NC	467	510	NC	9	4	NC	45	14	NC	45	67	NC	NA	16
American Indian/Alaskan Native	12	40	4016	92	100	96	480	471	467	8	15	14	25	25	37	67	60	46	NA	NA	2
White	35	64	36135	100	100	98	482	483	508	11	9	4	20	25	14	66	64	67	3	2	15
Students with Disabilities	30	63	9991	94	88	88	432	433	449	47	43	33	27	30	36	27	27	29	NA	NA	2
Students without Disabilities	125	344	69009	100	100	100	481	475	495	10	13	6	28	29	22	60	55	62	2	2	10
Limited English Proficient Students	32	91	10199	100	93	95	437	430	439	38	45	35	44	44	47	19	11	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	139	366	37234	96	95	97	469	469	472	18	18	15	30	29	33	50	51	50	1	2	3
Non-Economically Disadvantaged	16	41	41766	100	100	99	507	474	505	6	15	5	6	32	16	81	51	65	6	2	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	154	409	79611	98	98	99	457	465	496	18	15	7	45	46	37	37	39	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	201	39016	97	98	99	483	484	511	6	9	4	51	43	29	43	48	66	NA	NA	1
Male	77	208	40519	99	99	98	432	446	482	30	21	10	39	49	44	31	30	46	NA	NA	0
African American	14	43	4188	93	96	98	480	482	486	21	14	9	29	37	40	50	49	50	NA	NA	0
Hispanic	89	252	32855	99	98	99	451	459	481	20	18	10	45	46	43	35	37	47	NA	NA	0
Asian/Pacific Islander	NC	10	2149	NC	91	100	NC	NA	519	NC	NA	4	NC	NA	24	NC	NA	70	NC	NA	2
American Indian/Alaskan Native	11	39	3992	85	98	96	475	474	478	9	10	10	64	54	46	27	36	44	NA	NA	0
White	35	65	36380	100	100	99	452	468	511	17	12	4	46	46	30	37	42	65	NA	NA	1
Students with Disabilities	30	68	10664	94	94	94	370	390	440	50	41	23	33	41	54	17	18	22	NA	NA	1
Students without Disabilities	124	341	68947	99	99	100	477	478	504	10	10	4	48	47	34	42	43	61	NA	NA	1
Limited English Proficient Students	32	93	10362	100	95	97	397	400	438	44	41	22	38	48	57	19	11	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	138	369	37626	95	96	98	452	464	479	20	16	10	46	47	45	33	37	45	NA	NA	0
Non-Economically Disadvantaged	16	40	41985	100	100	100	508	482	511	NA	10	4	31	38	30	69	53	65	NA	NA	1

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

6th 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	137	362	79327	100	100	98	525	516	518	14	20	19	18	17	20	51	49	46	18	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	189	38961	100	100	98	530	515	520	16	23	16	17	17	20	45	44	48	22	15	16
Male	61	173	40295	98	99	97	519	516	516	11	17	21	18	17	19	59	54	44	11	12	16
African American	21	51	4247	100	100	98	502	496	499	24	33	27	14	12	24	57	47	41	5	8	8
Hispanic	80	220	32327	100	99	98	525	515	499	13	20	27	19	19	25	50	46	41	19	15	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	10	37	4391	100	100	96	NA	520	489	NA	16	32	NA	14	27	NA	65	36	NA	5	4
White	21	46	36373	100	100	98	521	526	538	10	13	10	29	22	14	48	50	52	14	15	25
Students with Disabilities	19	45	9321	100	94	87	500	477	467	21	47	54	26	16	22	47	36	21	5	2	3
Students without Disabilities	118	317	70006	100	100	100	528	521	524	13	17	14	16	17	19	52	50	49	19	15	18
Limited English Proficient Students	24	67	9431	100	100	95	493	470	466	33	54	53	21	21	27	38	22	18	8	3	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	126	318	37097	98	97	97	525	518	498	13	19	27	17	17	25	52	49	41	17	14	7
Non-Economically Disadvantaged	11	44	42230	100	100	99	518	501	535	18	32	11	27	16	15	36	43	50	18	9	24

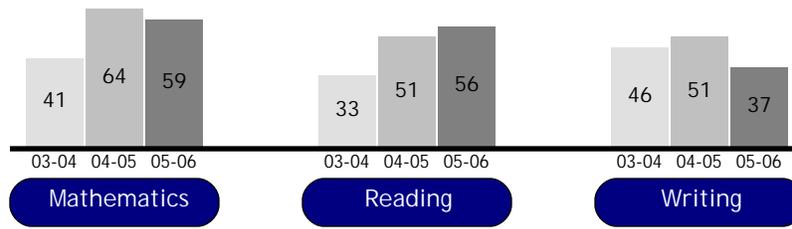
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	361	79501	100	100	98	492	485	497	10	12	10	31	32	25	54	52	60	4	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	189	39062	100	100	99	497	488	502	8	12	8	30	32	23	55	52	64	7	4	5
Male	62	172	40368	100	99	98	485	482	491	13	13	13	32	33	27	53	52	57	2	3	3
African American	22	52	4279	100	100	99	474	473	485	14	19	14	41	33	30	45	46	54	NA	2	2
Hispanic	80	220	32389	100	99	98	489	483	478	13	13	16	29	34	34	55	50	48	4	3	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	10	35	4401	100	100	96	NA	491	473	NA	6	17	NA	26	40	NA	66	43	NA	3	1
White	21	46	36446	100	100	99	501	501	516	5	7	4	33	30	15	57	57	73	5	7	7
Students with Disabilities	20	45	9411	100	94	88	454	447	453	25	27	36	40	49	36	35	24	26	NA	NA	1
Students without Disabilities	118	316	70090	100	100	100	497	490	502	8	10	7	30	30	24	58	56	65	5	4	5
Limited English Proficient Students	24	64	9401	100	100	94	457	443	443	25	41	40	58	48	46	17	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	127	318	37183	99	97	97	492	486	479	9	12	16	31	32	34	56	53	49	4	3	1
Non-Economically Disadvantaged	11	43	42318	100	100	99	490	480	513	18	16	5	36	35	17	36	44	70	9	5	7

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	137	364	80000	100	100	99	557	551	564	4	4	3	9	10	11	78	77	75	9	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	190	39288	100	100	99	572	565	579	4	4	2	3	6	6	79	79	77	14	12	16
Male	61	174	40644	98	100	98	539	537	549	3	5	4	16	15	15	77	76	74	3	4	7
African American	21	51	4307	100	100	99	529	527	551	10	12	4	10	10	13	76	75	75	5	4	7
Hispanic	80	223	32672	100	100	99	561	553	548	3	3	4	8	12	14	81	78	76	9	7	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	10	37	4424	100	100	97	NA	557	549	NA	3	3	NA	5	14	NA	89	77	NA	3	5
White	21	45	36602	100	100	99	551	561	579	5	4	2	14	7	7	67	71	75	14	18	16
Students with Disabilities	19	49	9919	100	100	93	506	494	505	5	8	9	32	37	35	63	53	54	NA	2	2
Students without Disabilities	118	315	70081	100	100	100	564	560	571	3	4	2	5	6	7	81	81	79	11	9	12
Limited English Proficient Students	24	66	9571	100	100	96	527	494	502	8	17	10	13	20	29	79	64	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	126	322	37534	98	98	98	556	551	547	4	4	4	8	10	15	80	78	76	8	7	5
Non-Economically Disadvantaged	11	42	42466	100	100	100	578	556	578	NA	5	2	18	10	7	55	74	75	27	12	16

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)

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
4	Reading	94	33	NA	56	99	36	36	48	98	37	34	52
	Language	97	32	33	52	99	37	37	49	98	39	35	52
	Mathematics	96	44	44	61	99	42	44	53	98	50	46	58
5	Reading	99	34	NA	55	99	40	38	50	97	41	39	56
	Language	100	27	31	49	99	38	38	50	97	35	37	54
	Mathematics	100	41	49	63	99	41	41	49	97	41	41	52
6	Reading	93	40	NA	56	100	44	44	51	100	56	48	56
	Language	95	30	33	48	100	37	37	47	100	44	41	50
	Mathematics	95	56	58	66	100	47	45	52	100	61	56	58

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/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Student Achievement and Assessment
- Ü Professional Development
- Ü School Improvement Plan
- Ü Safety, Discipline & Attendance Issues
- Ü Budget/Expenditures
- Ü Parent Involvement & Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	4.00	Teacher Aide	14.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	1	0	0
4 to 6 years	3	3	0	0
7 to 9 years	1	2	0	0
10 or more years	3	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Technology Lab/Media Center
- Ü Musical Keyboard Lab
- Ü Gymnasium, Outdoor Fields and Courts
- Ü Science Lab

Extracurricular Activities

- Ü Heard Museum Student Guides
- Ü Extensive After School Sports Programs
- Ü Phoenix Parks & Recreation Activity City
- Ü Ballet Program
- Ü Open Technology Lab Nights
- Ü Medallion Child Care
- Ü 5th and 6th Grade Band
- Ü 4th Grade Introduction to Band

Social Services

- Ü Osborn Health Partnership Clinic
- Ü On-Site Group and Individual Counseling
- Ü Uniforms/School Supplies for Homeless
- Ü Truancy and Delinquency Reduction Grant
- Ü Responsible Thinking Classroom
- Ü Crisis Intervention Team
- Ü Operation School Bell Clothing Program
- Ü Parks and Recreation after school care

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Clarendon School has consistently improved achievement in the areas of math, reading and writing.
  
- ü Two Clarendon teachers participated in a Masters Program in partnership with Osborn District, Phoenix Union High School District and ASU West. Three Clarendon Teachers have attained reading endorsements through partnership with ASU West.
  
- ü One Clarendon teacher received a Fulbright Teacher Memorial Fund Grant to study in Japan last fall. We also hosted a Japanese intern.
  
- ü Awarded a grant through Maricopa County Juvenile Probation Department allowing for two open computer lab nights per week throughout the school year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	89	89	88	73
Graduation Rate <sup>6</sup>	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

Clarendon has a Responsible Thinking Classroom, schoolwide discipline process, On-Site Psychologist and Psychiatrists, Social Worker, Counselors, Nurse, Resource and Probation Officers, District and School-Based Crisis Teams, and a Truancy/Delinquency Reduction Grant.

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	Sandra J. Meko	(602) 707-2210
Transportation Policy	John Bachler	(602) 707-2050
Community Resources	Dr. Jean Sargent	(602) 707-2013
School Nutrition Programs	Sheri Ottersen	(602) 707-2020
Parent Organization	Raelene Smith	(602) 707-2200
Student Health/Nurse	Anne Fogus	(602) 707-2215

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](http://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](http://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](http://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 477 Copies = \$185.00

\*\* 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.