

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1426 W Osborn Road, 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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Underperforming

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

School Overview

Principal/Administrator : Mr. Judi Gottschalk
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-3
 Web Address : www.osbornnet.org
 Phone Number : (602) 707-2300
 Fax Number : (602) 707-2340
 E-mail : jgottsch@osbornnet.org

Mission

School Mission: At Encanto, we work to answer these three questions: What specifically, do we want our students to learn? How do we know when they have learned it? How will we respond when they have difficulty learning?

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 Second graders in 2005 will increase the percentage of students meeting/exceeding the standards in reading, math and writing sections of AIMS. Decrease the number of students Falling Far Below in reading, math and writing sections of the AIMS.
- ü Third graders in 2005 will increase the percentage of students meeting/exceeding the standards in reading, math, and writing sections of AIMS. Decrease the number of students Falling Far Below in reading, math and writing sections of the AIMS.
- ü Increase the number of ELL students passing the proficiency exam to become fluent English readers writers and speakers.

Enrollment

October 1, 2005 School Year Student Enrollment : 626
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 75

Instructional Programs

- Ü Dual Language Programs & ELL
- Ü Full Day Kindergarten
- Ü Gifted
- Ü At-risk intervention programs
- Ü On site Special Education Programs
- Ü Autism classes
- Ü MIMR/MOMR
- Ü Learning Disabilities

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The school will provide a learning environment conducive to high achievement for students; enhance students' self-images by showing respect and providing encouragement; discipline students in a just and constructive manner; and promote quality work.

Parents

Parents are expected to cooperate with the school regarding homework, attendance and discipline. Parents should demonstrate that they value learning and provide a positive homework setting. School Compact copies are available from the office.

Transportation Policy

The district provides transportation to and from school for students who reside within the school attendance area and live more than one mile from school, as well as students with disabilities who require transportation as indicated in their IEPs.

School Honors

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

Award/Honor	Year
Ü Rep to National Endowment for the Humanities Seminar	2002
Ü Arizona Arts Commission Grant	2005
Ü SAMHSA Grant - Building Healthy Communities	2002
Ü Foreign Language Grant Implemented	2002

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	162	437	80010	98	99	99	439	438	447	14	18	10	21	20	18	51	46	53	14	16	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	224	38935	100	98	99	446	439	447	10	14	9	19	20	19	54	51	55	16	15	17
Male	83	212	40974	97	100	98	433	436	448	18	22	11	23	19	18	48	41	52	11	18	19
African American	18	51	4201	100	94	99	434	425	430	22	29	17	11	18	23	50	33	51	17	20	9
Hispanic	99	276	34545	98	99	99	435	435	432	19	19	14	19	20	24	51	47	53	11	14	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	22	49	3979	100	100	96	434	436	424	NA	10	17	45	27	30	45	49	47	9	14	6
White	20	53	35142	95	100	99	468	455	465	NA	9	5	15	15	11	60	53	56	25	23	28
Students with Disabilities	27	55	10161	100	98	93	420	404	419	22	40	28	33	31	28	37	24	36	7	5	8
Students without Disabilities	135	382	69849	98	99	100	442	442	451	13	14	7	19	18	17	54	49	56	15	18	19
Limited English Proficient Students	40	110	14013	100	100	97	409	404	413	30	34	24	33	32	34	38	35	39	NA	NA	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	131	381	39029	98	97	98	440	439	432	13	17	14	21	19	25	51	48	52	15	17	9
Non-Economically Disadvantaged	31	56	40981	97	100	100	435	430	462	19	25	6	19	25	13	52	36	54	10	14	27

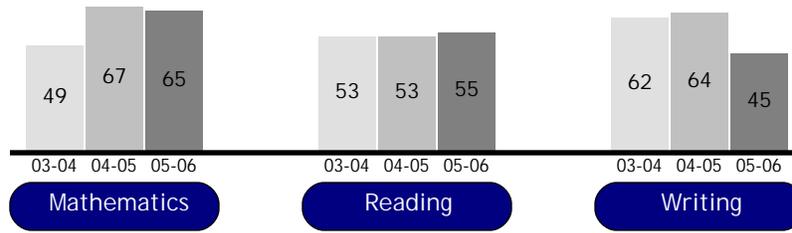
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	162	432	79438	98	98	98	433	430	451	19	20	9	27	28	24	52	47	56	3	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	222	38775	100	97	99	446	436	457	8	14	7	30	30	22	56	50	58	6	6	13
Male	83	209	40560	97	98	97	420	423	446	29	26	12	23	27	25	48	44	54	NA	2	9
African American	18	51	4178	100	94	98	437	424	439	6	22	13	44	31	29	50	45	52	NA	2	6
Hispanic	99	271	34297	98	97	98	424	425	434	27	23	14	21	27	31	49	46	50	2	3	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	22	49	3940	100	100	95	429	431	429	9	12	14	45	45	36	45	39	47	NA	4	3
White	20	53	34887	95	100	98	475	455	471	NA	13	4	15	19	15	70	58	63	15	9	18
Students with Disabilities	27	50	9588	100	89	88	389	381	416	44	52	30	19	22	32	37	26	34	NA	NA	5
Students without Disabilities	135	382	69850	98	99	100	439	435	456	13	16	7	28	29	23	55	50	59	4	5	12
Limited English Proficient Students	40	105	13856	100	95	96	391	390	407	45	43	27	35	41	43	20	16	29	NA	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	131	376	38685	98	96	97	434	431	435	17	18	14	26	29	32	55	49	50	2	4	5
Non-Economically Disadvantaged	31	56	40753	97	100	99	426	421	467	26	32	5	29	27	16	39	36	62	6	5	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	162	436	79971	98	99	99	404	397	423	13	16	8	41	45	41	43	38	49	2	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	224	38974	100	98	99	428	420	437	4	7	5	34	42	33	57	49	57	5	2	4
Male	83	211	40895	97	99	98	380	373	410	22	26	10	48	48	47	30	26	41	NA	0	2
African American	18	51	4203	100	94	99	409	389	411	6	22	11	67	49	45	28	27	43	NA	2	2
Hispanic	99	276	34481	98	99	99	399	392	410	16	18	10	37	45	46	44	37	43	2	1	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	22	49	3995	100	100	96	382	394	409	14	14	10	45	47	47	41	39	42	NA	NA	1
White	20	52	35150	95	100	99	439	425	437	5	6	5	35	40	35	50	48	56	10	6	5
Students with Disabilities	26	53	10258	96	95	94	345	309	377	27	49	23	46	34	51	27	17	25	NA	NA	1
Students without Disabilities	136	383	69713	99	99	100	412	408	429	10	11	5	40	46	39	46	41	52	3	2	3
Limited English Proficient Students	40	110	13985	100	100	97	361	351	382	30	34	18	45	48	54	25	18	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	131	381	38994	98	97	98	407	401	409	12	15	10	41	45	47	44	39	41	3	1	1
Non-Economically Disadvantaged	31	55	40977	97	100	100	390	371	437	16	25	5	42	44	34	42	29	56	NA	2	5

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



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	96	34	NA	58	98	35	32	47	99	24	24	46
	Language	97	21	21	50	98	32	30	47	99	25	27	48
	Mathematics	98	56	53	64	98	38	37	50	92	41	35	52
3	Reading	97	35	NA	55	97	35	30	44	95	32	28	46
	Language	96	39	43	61	97	33	28	44	95	30	27	46
	Mathematics	96	42	49	61	97	43	37	51	95	43	41	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

School Site Council

Council Composition

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

Council Duties

- Ü Revise School Improvement Plan
- Ü Instructional Strategies
- Ü Parent Involvement Plan
- Ü Professional Development
- Ü Intervention Strategies
- Ü Student Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	5.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
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	3%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü PE Multipurpose Room
- Ü Library
- Ü Leveled Text Book Rooms

Extracurricular Activities

- Ü After School Gifted Enrichment
- Ü After School Soccer
- Ü After School Basketball
- Ü After School Ballet

Social Services

- Ü Breakfast/Lunch Programs
- Ü Crisis Intervention
- Ü Counseling Services
- Ü Title I Family Liaison
- Ü Health Services
- Ü Day care

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü On 2005 AIMS in reading, third graders increased meets and exceeds by 13%. Third graders decreased falls far below by 19%.

- ü On 2005 AIMS in math, third graders increased meets and exceeds 30%. Third graders decreased falls far below by 11%.

- ü On 2005 AIMS in writing, third graders increased meets and exceeds by 10%. Third graders decreased fall far below by 6%.

- ü Encanto school made Adequate Yearly Progress in all areas measured by the federal government for three consecutive years.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	93	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

Encanto school uses the Responsible Thinking Process developed by Ed Ford. When discipline issues arise, our goal is to help children learn specific skills that will enable them to better able internally control their own behavior. Encanto has a Responsibility Room where students can evaluate the behavior he/she is choosing to use. Children learn that they are responsible for their own choices. We support students by helping them develop skills to make more effective choices.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Judi Gottschalk	(602) 707-2310
Transportation Policy	John Bachler	(602) 707-2050
Community Resources	Nellie Sanchez	(602) 707-2322
School Nutrition Programs	Sherri Ottersen	(602) 707-2020
Parent Organization	Carrie Fraser	(602) 707-2300
Student Health/Nurse	Randy Woods	(602) 707-2316

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."

ACHIEVEMENT PROFILES

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: 12 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.