

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6707 West Van Buren, Phoenix, AZ 85043

Fowler 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	Underperforming
2003-04	Performing

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

School Overview

Principal/Administrator : Ms. Kathleen Kaderlik
 Schedule : 07:30 AM to 03:30 PM
 Grades : K-5
 Web Address : www.fesd.org
 Phone Number : (623) 707-2500
 Fax Number : (623) 707-4680
 E-mail : kkaderlik@fesd.org

Mission

The emphasis of Fowler School is to provide for the academic & social growth of K-5 students. Through the use of a variety of teaching methods & school-wide programs, the staff has created a challenging learning environment committed to its children.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Corrective Action
2004-05	SI Year 2
2003-04	Year 1

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All students will show an increase in AIMS scores in reading and math.
- ü All students will show an increase in the MAP scores in reading, math and language.
- ü All teachers will provide programs and activities to increase parent involvement in the education of their children.
- ü All teachers will offer technology experiences for their students.

Enrollment

October 1, 2005 School Year Student Enrollment : 671
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 9

Instructional Programs

- ü Full-day Kindergarten
- ü Success For All Reading
- ü Saxon Mathematics
- ü Technology Instruction
- ü Mac-Ro Math Program
- ü Into English Lang. Arts - Summer School
- ü Soar to Success L. A. - After Sch. Tutor
- ü Success Maker - Reading & Math

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Fowler School will provide a comprehensive educational curriculum in alignment with State and National Standards; provide a safe, nurturing learning environment for all students and foster positive, self-esteem and respect for self and others.

Parents

Fowler School parents will provide appropriate spaces and time for their children to complete homework; ensure daily attendance to school, support the school's discipline policy and support the school's goals and expectations.

Transportation Policy

See District Policy available in School Office.

School Honors

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

Award/Honor	Year
ü Fire-PAL Award - School was a Training Site for Program	
ü CSR Arts Grant	

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	105	495	80010	98	100	99	428	429	447	15	17	10	28	23	18	48	52	53	10	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	234	38935	100	100	99	426	434	447	18	12	9	27	24	19	44	54	55	11	10	17
Male	60	259	40974	95	98	98	430	424	448	13	20	11	28	22	18	50	51	52	8	7	19
African American	NC	42	4201	NC	100	99	NC	430	430	NC	12	17	NC	21	23	NC	60	51	NC	7	9
Hispanic	93	400	34545	98	99	99	429	428	432	15	18	14	27	23	24	47	51	53	11	8	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	NC	41	35142	NC	100	99	NC	440	465	NC	5	5	NC	27	11	NC	59	56	NC	10	28
Students with Disabilities	NC	34	10161	NC	92	93	NC	390	419	NC	50	28	NC	35	28	NC	15	36	NC	NA	8
Students without Disabilities	103	461	69849	99	100	100	428	431	451	16	14	7	27	22	17	48	55	56	10	9	19
Limited English Proficient Students	49	164	14013	96	98	97	408	404	413	22	32	24	37	32	34	41	35	39	NA	1	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	98	405	39029	97	96	98	426	425	432	15	17	14	29	25	25	48	52	52	8	6	9
Non-Economically Disadvantaged	NC	90	40981	NC	100	100	NC	446	462	NC	17	6	NC	12	13	NC	51	54	NC	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	106	484	79438	99	97	98	413	425	451	23	20	9	47	36	24	29	41	56	1	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	233	38775	100	100	99	411	435	457	31	14	7	38	34	22	29	46	58	2	6	13
Male	61	249	40560	97	94	97	415	416	446	16	24	12	54	39	25	30	36	54	NA	1	9
African American	NC	40	4178	NC	98	98	NC	428	439	NC	10	13	NC	40	29	NC	50	52	NC	NA	6
Hispanic	94	392	34297	99	97	98	414	423	434	23	21	14	44	36	31	32	39	50	1	3	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	NC	41	34887	NC	100	98	NC	441	471	NC	12	4	NC	29	15	NC	51	63	NC	7	18
Students with Disabilities	NC	24	9588	NC	65	88	NC	377	416	NC	67	30	NC	25	32	NC	8	34	NC	NA	5
Students without Disabilities	103	460	69850	99	100	100	414	427	456	22	17	7	47	37	23	30	42	59	1	4	12
Limited English Proficient Students	50	163	13856	98	97	96	392	394	407	40	40	27	48	44	43	12	15	29	NA	1	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	98	395	38685	97	94	97	411	421	435	23	21	14	49	39	32	27	38	50	1	3	5
Non-Economically Disadvantaged	NC	89	40753	NC	100	99	NC	447	467	NC	16	5	NC	22	16	NC	54	62	NC	8	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	107	496	79971	100	100	99	377	408	423	19	11	8	62	48	41	20	39	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	233	38974	100	100	99	378	423	437	20	8	5	58	39	33	22	50	57	NA	3	4
Male	62	261	40895	98	98	98	376	394	410	18	14	10	65	56	47	18	29	41	NA	1	2
African American	NC	42	4203	NC	100	99	NC	423	411	NC	10	11	NC	36	45	NC	52	43	NC	2	2
Hispanic	95	401	34481	100	99	99	376	405	410	19	12	10	61	49	46	20	37	43	NA	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	NC	41	35150	NC	100	99	NC	417	437	NC	5	5	NC	54	35	NC	41	56	NC	NA	5
Students with Disabilities	NC	32	10258	NC	86	94	NC	335	377	NC	47	23	NC	47	51	NC	6	25	NC	NA	1
Students without Disabilities	104	464	69713	100	100	100	377	412	429	19	9	5	61	48	39	20	41	52	NA	2	3
Limited English Proficient Students	51	166	13985	100	99	97	348	370	382	31	21	18	63	60	54	6	19	27	NA	NA	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	99	405	38994	98	96	98	375	404	409	19	11	10	64	50	47	17	38	41	NA	1	1
Non-Economically Disadvantaged	NC	91	40977	NC	100	100	NC	426	437	NC	11	5	NC	40	34	NC	45	56	NC	4	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	112	469	80147	99	100	99	465	463	482	18	17	11	17	21	17	52	51	49	13	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	218	39281	100	99	99	464	465	483	16	15	9	20	21	17	53	53	50	12	11	24
Male	61	249	40780	98	100	98	465	462	482	20	18	12	15	21	17	51	49	48	15	12	24
African American	NC	44	4249	NC	100	99	NC	457	464	NC	23	17	NC	23	22	NC	45	48	NC	9	13
Hispanic	96	366	33494	99	99	99	465	460	466	17	17	15	20	23	23	49	50	49	15	10	14
Asian/Pacific Islander	--	10	2103	--	100	99	--	NA	515	--	NA	4	--	NA	8	--	NA	44	--	NA	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	NC	44	36122	NC	100	99	NC	486	501	NC	7	5	NC	7	10	NC	66	50	NC	20	35
Students with Disabilities	NC	32	10295	NC	91	92	NC	413	443	NC	63	33	NC	13	26	NC	25	33	NC	NA	8
Students without Disabilities	106	437	69852	99	100	100	468	467	488	14	14	7	18	22	16	54	53	51	14	12	26
Limited English Proficient Students	45	126	12722	100	98	97	444	435	441	18	29	27	31	36	33	49	33	37	2	2	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	109	388	38371	99	98	97	463	460	465	18	18	15	17	21	23	52	51	49	12	10	13
Non-Economically Disadvantaged	NC	81	41776	NC	100	100	NC	476	498	NC	10	6	NC	20	11	NC	52	49	NC	19	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	112	465	79686	99	99	98	438	445	470	23	20	11	39	36	24	35	42	57	3	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	217	39163	100	98	99	444	452	475	18	13	9	37	36	22	43	47	60	2	3	10
Male	61	247	40438	98	99	97	433	439	465	28	25	13	41	36	25	28	36	54	3	2	7
African American	NC	43	4228	NC	98	98	NC	446	458	NC	23	15	NC	28	28	NC	47	53	NC	2	4
Hispanic	96	364	33299	99	99	98	437	442	452	24	21	17	41	38	32	33	39	47	2	2	3
Asian/Pacific Islander	--	10	2097	--	100	99	--	NA	490	--	NA	5	--	NA	13	--	NA	68	--	NA	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	NC	44	35914	NC	100	98	NC	465	489	NC	9	5	NC	30	15	NC	52	67	NC	9	14
Students with Disabilities	NC	29	9808	NC	83	87	NC	404	432	NC	55	35	NC	34	32	NC	10	30	NC	NA	3
Students without Disabilities	106	436	69878	99	100	100	441	448	475	21	17	8	40	36	23	37	44	61	3	3	9
Limited English Proficient Students	45	125	12594	100	98	96	420	413	422	33	42	34	53	46	45	13	12	21	NA	NA	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	109	386	38095	99	97	97	437	441	452	24	21	17	40	39	32	34	38	48	2	2	3
Non-Economically Disadvantaged	NC	79	41591	NC	100	99	NC	468	486	NC	13	6	NC	22	16	NC	58	65	NC	8	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	470	80372	99	100	99	441	454	475	7	7	4	53	44	30	40	49	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	219	39452	100	99	99	454	470	488	6	4	3	43	35	22	51	59	72	NA	1	3
Male	61	249	40836	98	100	98	431	441	464	8	8	6	61	51	37	31	40	56	NA	0	1
African American	NC	44	4264	NC	100	99	NC	458	465	NC	5	5	NC	43	35	NC	52	59	NC	NA	1
Hispanic	96	367	33608	99	99	99	440	452	462	8	7	6	52	46	36	40	46	57	NA	1	1
Asian/Pacific Islander	--	10	2098	--	100	99	--	NA	500	--	NA	2	--	NA	16	--	NA	75	--	NA	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	NC	44	36213	NC	100	99	NC	464	489	NC	7	2	NC	32	22	NC	61	72	NC	NA	3
Students with Disabilities	NC	31	10526	NC	89	94	NC	387	427	NC	29	15	NC	55	53	NC	16	31	NC	NA	1
Students without Disabilities	106	439	69846	99	100	100	447	458	482	5	5	3	53	43	26	42	51	69	NA	1	2
Limited English Proficient Students	45	127	12747	100	99	97	416	420	432	13	13	12	71	65	52	16	21	36	NA	1	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	109	390	38521	99	98	98	441	451	461	7	7	6	52	47	38	40	46	55	NA	1	1
Non-Economically Disadvantaged	NC	80	41851	NC	100	100	NC	470	489	NC	6	3	NC	30	22	NC	63	72	NC	1	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	101	462	79306	99	99	99	490	489	504	18	18	13	28	28	20	42	44	49	13	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	232	38845	96	98	99	499	491	505	15	16	11	25	29	20	42	43	50	19	13	18
Male	53	229	40383	100	100	98	482	487	504	21	21	14	30	27	19	42	45	47	8	7	19
African American	NC	38	4171	NC	100	98	NC	481	485	NC	24	20	NC	26	26	NC	42	44	NC	8	10
Hispanic	88	365	32673	99	99	99	488	484	487	18	19	18	28	31	25	42	42	46	11	8	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	NC	50	36234	NC	100	99	NC	524	523	NC	14	6	NC	12	13	NC	48	52	NC	26	28
Students with Disabilities	NC	56	10286	NC	95	91	NC	439	462	NC	70	41	NC	20	27	NC	9	27	NC	2	5
Students without Disabilities	94	406	69020	99	100	100	493	495	510	16	11	9	28	29	18	43	49	52	14	11	21
Limited English Proficient Students	33	99	10291	97	98	96	449	447	458	42	48	38	42	38	34	15	13	26	NA	NA	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	95	382	37437	97	97	97	491	486	486	16	19	19	28	29	26	43	44	46	13	8	9
Non-Economically Disadvantaged	NC	80	41869	NC	100	100	NC	504	521	NC	16	7	NC	23	14	NC	44	51	NC	18	27

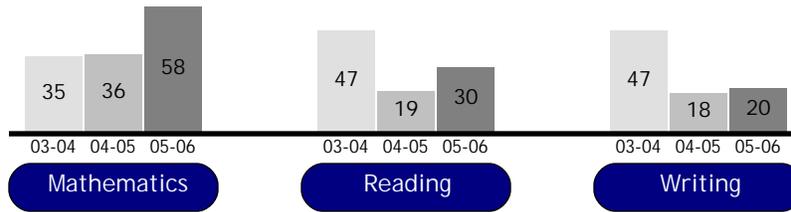
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	456	79000	99	98	98	460	468	489	19	15	10	45	38	24	35	44	58	2	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	228	38774	96	97	99	468	475	494	13	13	7	42	34	22	44	49	61	2	5	10
Male	53	227	40150	100	99	98	453	461	485	25	18	12	47	42	25	26	39	55	2	1	8
African American	NC	35	4153	NC	92	98	NC	472	476	NC	11	13	NC	43	30	NC	43	53	NC	3	4
Hispanic	88	362	32508	99	98	98	457	463	472	20	17	15	45	40	33	33	41	49	1	2	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	NC	50	36135	NC	100	98	NC	500	508	NC	4	4	NC	26	14	NC	58	67	NC	12	15
Students with Disabilities	NC	50	9991	NC	85	88	NC	425	449	NC	48	33	NC	44	36	NC	8	29	NC	NA	2
Students without Disabilities	94	406	69009	99	100	100	462	473	495	18	11	6	43	37	22	37	48	62	2	3	10
Limited English Proficient Students	33	98	10199	97	97	95	427	430	439	45	43	35	52	50	47	3	7	18	NA	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	95	376	37234	97	95	97	461	465	472	18	15	15	44	41	33	36	41	50	2	2	3
Non-Economically Disadvantaged	NC	80	41766	NC	100	99	NC	485	505	NC	14	5	NC	23	16	NC	56	65	NC	8	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	101	460	79611	99	99	99	475	482	496	12	11	7	45	41	37	44	48	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	231	39016	96	98	99	489	500	511	6	6	4	48	38	29	46	55	66	NA	1	1
Male	53	228	40519	100	99	98	463	464	482	17	16	10	42	43	44	42	41	46	NA	0	0
African American	NC	38	4188	NC	100	98	NC	482	486	NC	11	9	NC	50	40	NC	39	50	NC	NA	0
Hispanic	88	363	32855	99	98	99	473	478	481	13	12	10	44	42	43	43	46	47	NA	0	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	NC	50	36380	NC	100	99	NC	517	511	NC	8	4	NC	22	30	NC	68	65	NC	2	1
Students with Disabilities	NC	57	10664	NC	97	94	NC	408	440	NC	42	23	NC	49	54	NC	7	22	NC	2	1
Students without Disabilities	94	403	68947	99	99	100	481	492	504	9	7	4	46	39	34	46	53	61	NA	0	1
Limited English Proficient Students	33	96	10362	97	95	97	411	425	438	33	29	22	55	53	57	12	18	21	NA	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	95	381	37626	97	96	98	476	477	479	12	12	10	44	44	45	44	44	45	NA	1	0
Non-Economically Disadvantaged	NC	79	41985	NC	100	100	NC	510	511	NC	6	4	NC	25	30	NC	67	65	NC	1	1

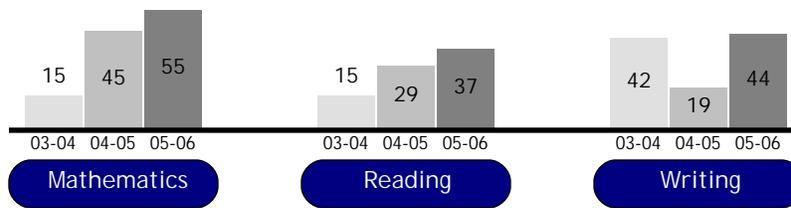
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	89	25	NA	58	98	25	31	47	100	30	27	46
	Language	100	17	22	50	98	29	33	47	100	34	30	48
	Mathematics	100	30	40	64	99	39	41	50	100	56	44	52
3	Reading	92	20	NA	55	98	17	25	44	100	16	25	46
	Language	97	29	37	61	98	20	27	44	100	21	28	46
	Mathematics	99	43	45	61	97	31	36	51	99	34	35	52
4	Reading	84	26	NA	56	99	26	36	48	100	28	35	52
	Language	93	29	33	52	99	27	35	49	100	30	35	52
	Mathematics	95	37	42	61	99	40	43	53	100	43	44	58
5	Reading	91	28	NA	55	98	25	34	50	99	32	41	56
	Language	95	29	33	49	98	27	34	50	99	27	37	54
	Mathematics	94	45	45	63	98	33	35	49	99	34	39	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)
- 3 Non-certified Employee(s)
- 6 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Textbook adoption
- Ü Student discipline
- Ü Parent opportunity planning
- Ü Handbook review
- Ü School safety
- Ü Community relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	5.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	0	0	0
4 to 6 years	9	1	0	0
7 to 9 years	4	2	0	0
10 or more years	9	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Media Center
- Ü Success Maker Learning Lab
- Ü Read Naturally

Extracurricular Activities

- Ü Mac-Ro Math Program
- Ü Student Council
- Ü Choir/Band/Drama
- Ü Peer Mediation/Boys and Girls Town
- Ü Library Club
- Ü Fire-PAL
- Ü Nat. Safety Council Education Program

Social Services

- Ü Site-based Dentist
- Ü Counseling Service
- Ü Parent Advisory Committee
- Ü Adult ESL Classes
- Ü Learning Baskets

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Parent participation opportunities have increased by 200% from the previous year.

- ü Consistently obtaining 98% or better attendance at both Fall and Spring Parent/Teacher Conferences.

- ü Each teachers produced a classroom web sight to increasing knowledge of curriculum, academics and computers and daily activities of our students.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Girls and Boys Town Social Skills Program; SFA Reading - 'Getting Along'; Fire-PAL; Peer Mediation; After school academic programs; After school extracurricular (choir, band, drama)programs; summer school; BEST social skills program

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	Kathleen Kaderlik	(623) 707-2500
Transportation Policy	Ignacio Fernandez	(623) 707-4519
Community Resources	Gloria Isham	(623) 707-4644
School Nutrition Programs	Mary Donovan	(623) 707-4617
Parent Organization	Jody Medina	(623) 707-2500
Student Health/Nurse	Gloria Isham	(623) 707-4644

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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