

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2801 N. 135th Avenue, Goodyear, AZ 85338

Litchfield 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	Excelling
2004-05	Excelling
2003-04	Performing

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

School Overview

Principal/Administrator : Dr. Ace T. Faust
 Schedule : 07:30 AM to 03:30 PM
 Grades : Pre-K-5
 Web Address : www.lesd.k12.az.us
 Phone Number : (623) 535-6400
 Fax Number : (623) 935-0058
 E-mail : faust@lesd.k12.az.us

Mission

To provide the best educational atmosphere possible; to present a curriculum that includes all subject areas; to emphasize specific skills; to teach children to accept responsibility for their actions; and to promote parent involvement.

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 Using staff inservice programs, continue the infusion of technology at all grade levels with students, faculty and staff.
- ü Continue to implement and explore new hands-on science/math program using oral and written communication.
- ü Continue School-wide Student Code of Conduct and Bully Proofing Program. Promote positive self-esteem for all students, and continue a peer mediation program through a school-wide management program.

Enrollment

October 1, 2005 School Year Student Enrollment : 945
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 40

Instructional Programs

- ü Full-day Kindergarten
- ü Advanced Placement/Gifted
- ü Reading & Math Remedial Programs
- ü Accelerated Reading & Math Programs
- ü Resource Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Soaring To New Heights embraces our strong, purposeful leadership philosophy of a child-centered, focused school environment with high expectations for all. Children should experience a safe, healthy, open, positive and friendly atmosphere.

Parents

To promote the welfare of their children at home, school and community; to uphold the laws for the care/protection of children; to develop united efforts to secure for all children the highest advantages in mental, social and spiritual education.

Transportation Policy

Follow all rules waiting for, boarding/leaving the bus; be on time; sit in assigned seats; remain seated; be courteous to all; loud or vulgar language is not permitted; students who refuse to obey the driver shall forfeit their right to ride the bus.

School Honors

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

Award/Honor	Year
ü Wal-Mart Teacher of the Year	2005
ü Westside Impact Teacher of the Year	2005
ü Wells Fargo Grant	2004
ü State Designated A+ School	2003

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	145	903	80010	99	100	99	468	456	447	4	6	10	6	12	18	66	61	53	24	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	458	38935	99	100	99	463	457	447	4	4	9	8	11	19	68	63	55	19	21	17
Male	73	445	40974	99	100	98	474	455	448	4	8	11	4	13	18	63	58	52	29	21	19
African American	NC	92	4201	NC	100	99	NC	440	430	NC	12	17	NC	15	23	NC	61	51	NC	12	9
Hispanic	34	264	34545	100	100	99	452	441	432	3	8	14	6	17	24	79	64	53	12	10	9
Asian/Pacific Islander	13	45	2068	100	100	99	472	461	474	NA	2	4	8	16	10	69	60	50	23	22	36
American Indian/Alaskan Native	NC	11	3979	NC	100	96	NC	446	424	NC	9	17	NC	9	30	NC	64	47	NC	18	6
White	89	491	35142	98	99	99	474	467	465	6	4	5	6	8	11	58	59	56	30	29	28
Students with Disabilities	21	117	10161	100	100	93	452	426	419	19	29	28	10	19	28	57	39	36	14	13	8
Students without Disabilities	124	786	69849	98	100	100	471	461	451	2	3	7	6	11	17	67	64	56	26	22	19
Limited English Proficient Students	NC	72	14013	NC	100	97	NC	415	413	NC	18	24	NC	36	34	NC	46	39	NC	NA	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	23	239	39029	100	100	98	455	438	432	9	13	14	13	19	25	65	57	52	13	11	9
Non-Economically Disadvantaged	122	664	40981	98	100	100	471	463	462	3	4	6	5	10	13	66	62	54	26	25	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	146	905	79438	99	100	98	472	461	451	5	8	9	13	17	24	64	62	56	18	13	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	460	38775	100	100	99	475	470	457	4	5	7	14	14	22	60	65	58	22	17	13
Male	73	445	40560	99	100	97	468	451	446	5	11	12	12	20	25	68	60	54	14	10	9
African American	NC	92	4178	NC	100	98	NC	446	439	NC	13	13	NC	21	29	NC	57	52	NC	10	6
Hispanic	34	264	34297	100	100	98	461	446	434	9	12	14	15	22	31	68	59	50	9	7	5
Asian/Pacific Islander	13	45	2063	100	100	99	467	461	475	NA	7	3	15	16	15	77	69	63	8	9	20
American Indian/Alaskan Native	NC	11	3940	NC	100	95	NC	448	429	NC	NA	14	NC	36	36	NC	64	47	NC	NA	3
White	90	493	34887	99	100	98	478	472	471	3	5	4	12	13	15	60	64	63	24	18	18
Students with Disabilities	21	118	9588	100	100	88	446	417	416	24	36	30	19	25	32	43	35	34	14	5	5
Students without Disabilities	125	787	69850	99	100	100	475	467	456	2	4	7	12	15	23	68	66	59	18	15	12
Limited English Proficient Students	NC	72	13856	NC	100	96	NC	403	407	NC	33	27	NC	38	43	NC	28	29	NC	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	23	239	38685	100	100	97	451	437	435	9	16	14	26	23	32	57	54	50	9	6	5
Non-Economically Disadvantaged	123	666	40753	99	100	99	475	470	467	4	5	5	11	14	16	66	65	62	20	16	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	146	901	79971	99	100	99	451	436	423	6	6	8	28	36	41	55	50	49	10	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	458	38974	100	100	99	467	458	437	4	2	5	19	27	33	59	59	57	18	13	4
Male	73	443	40895	99	100	98	434	413	410	8	12	10	37	45	47	52	41	41	3	2	2
African American	NC	92	4203	NC	100	99	NC	423	411	NC	4	11	NC	47	45	NC	43	43	NC	5	2
Hispanic	34	261	34481	100	100	99	448	426	410	6	9	10	35	41	46	50	43	43	9	7	1
Asian/Pacific Islander	13	45	2067	100	100	99	460	435	449	NA	9	4	23	24	28	62	58	60	15	9	8
American Indian/Alaskan Native	NC	11	3995	NC	100	96	NC	433	409	NC	NA	10	NC	36	47	NC	64	42	NC	NA	1
White	90	492	35150	99	100	99	450	443	437	7	5	5	29	32	35	54	54	56	10	8	5
Students with Disabilities	21	117	10258	100	100	94	414	380	377	24	27	23	33	40	51	43	31	25	NA	2	1
Students without Disabilities	125	784	69713	99	100	100	456	443	429	3	3	5	27	35	39	58	53	52	12	9	3
Limited English Proficient Students	NC	71	13985	NC	99	97	NC	381	382	NC	23	18	NC	48	54	NC	30	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	23	237	38994	100	99	98	455	420	409	13	10	10	26	45	47	57	40	41	4	5	1
Non-Economically Disadvantaged	123	664	40977	99	100	100	450	441	437	5	5	5	28	33	34	55	53	56	11	9	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	148	901	80147	100	100	99	513	495	482	4	7	11	2	12	17	47	49	49	47	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	465	39281	100	100	99	510	497	483	5	6	9	1	10	17	49	52	50	45	32	24
Male	64	434	40780	100	100	98	516	494	482	3	7	12	3	14	17	44	46	48	50	32	24
African American	10	72	4249	100	100	99	NA	476	464	NA	15	17	NA	13	22	NA	50	48	NA	22	13
Hispanic	25	276	33494	100	100	99	512	479	466	NA	9	15	4	21	23	52	50	49	44	21	14
Asian/Pacific Islander	18	45	2103	100	100	99	525	527	515	6	2	4	NA	2	8	39	42	44	56	53	45
American Indian/Alaskan Native	NC	11	4117	NC	92	96	NC	494	456	NC	18	19	NC	NA	27	NC	73	46	NC	9	8
White	93	495	36122	98	100	99	515	504	501	2	4	5	1	8	10	46	49	50	51	38	35
Students with Disabilities	13	108	10295	100	99	92	438	442	443	46	32	33	8	28	26	31	31	33	15	9	8
Students without Disabilities	135	793	69852	100	100	100	520	502	488	NA	3	7	1	10	16	48	52	51	50	35	26
Limited English Proficient Students	NC	73	12722	NC	100	97	NC	450	441	NC	15	27	NC	27	33	NC	52	37	NC	5	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	14	236	38371	100	99	97	501	472	465	7	10	15	NA	23	23	57	52	49	36	16	13
Non-Economically Disadvantaged	134	665	41776	100	100	100	514	504	498	4	6	6	2	8	11	46	49	49	49	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	148	901	79686	100	100	98	492	481	470	5	8	11	9	18	24	70	63	57	16	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	465	39163	100	100	99	495	487	475	5	5	9	6	14	22	71	68	60	18	12	10
Male	64	434	40438	100	100	97	489	474	465	5	11	13	14	22	25	67	58	54	14	9	7
African American	10	71	4228	100	99	98	NA	470	458	NA	17	15	NA	17	28	NA	59	53	NA	7	4
Hispanic	25	276	33299	100	100	98	481	461	452	4	14	17	12	24	32	76	57	47	8	5	3
Asian/Pacific Islander	18	45	2097	100	100	99	500	504	490	6	2	5	6	9	13	72	69	68	17	20	14
American Indian/Alaskan Native	NC	12	4087	NC	100	96	NC	478	446	NC	8	16	NC	17	38	NC	67	44	NC	8	2
White	93	495	35914	98	100	98	500	491	489	2	4	5	8	16	15	71	67	67	19	14	14
Students with Disabilities	13	107	9808	100	98	87	419	426	432	54	38	35	15	36	32	31	23	30	NA	3	3
Students without Disabilities	135	794	69878	100	100	100	499	488	475	NA	4	8	9	15	23	73	69	61	18	12	9
Limited English Proficient Students	NC	73	12594	NC	100	96	NC	428	422	NC	30	34	NC	41	45	NC	29	21	NC	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	14	236	38095	100	99	97	470	457	452	7	16	17	14	27	32	79	53	48	NA	4	3
Non-Economically Disadvantaged	134	665	41591	100	100	99	495	489	486	4	5	6	9	15	16	69	67	65	18	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	148	901	80372	100	100	99	496	491	475	1	2	4	20	22	30	76	71	64	4	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	466	39452	100	100	99	506	504	488	NA	1	3	15	15	22	77	78	72	7	6	3
Male	64	433	40836	100	100	98	483	476	464	2	4	6	25	30	37	73	64	56	NA	2	1
African American	10	71	4264	100	99	99	NA	476	465	NA	4	5	NA	28	35	NA	68	59	NA	NA	1
Hispanic	25	277	33608	100	100	99	487	477	462	NA	4	6	24	30	36	76	63	57	NA	3	1
Asian/Pacific Islander	18	45	2098	100	100	99	505	510	500	NA	NA	2	6	7	16	89	84	75	6	9	7
American Indian/Alaskan Native	NC	12	4128	NC	100	97	NC	498	464	NC	NA	4	NC	25	39	NC	75	56	NC	NA	1
White	93	494	36213	98	100	99	500	498	489	1	2	2	17	18	22	76	75	72	5	5	3
Students with Disabilities	13	107	10526	100	98	94	425	435	427	8	10	15	69	61	53	23	29	31	NA	NA	1
Students without Disabilities	135	794	69846	100	100	100	503	498	482	NA	1	3	15	17	26	81	77	69	4	5	2
Limited English Proficient Students	NC	73	12747	NC	100	97	NC	438	432	NC	11	12	NC	49	52	NC	38	36	NC	1	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	14	237	38521	100	100	98	498	471	461	NA	5	6	29	32	38	71	60	55	NA	2	1
Non-Economically Disadvantaged	134	664	41851	100	100	100	496	498	489	1	2	3	19	18	22	76	75	72	4	5	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	861	79306	99	100	99	540	522	504	7	9	13	10	12	20	40	52	49	43	28	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	415	38845	99	100	99	530	520	505	9	8	11	14	13	20	39	53	50	39	26	18
Male	86	445	40383	99	100	98	549	523	504	6	9	14	6	11	19	42	50	47	47	29	19
African American	NC	63	4171	NC	100	98	NC	500	485	NC	19	20	NC	14	26	NC	52	44	NC	14	10
Hispanic	42	273	32673	95	100	99	519	507	487	12	12	18	17	18	25	40	51	46	31	19	10
Asian/Pacific Islander	15	41	2147	100	100	99	570	540	539	NA	NA	5	NA	12	10	20	39	46	80	49	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	92	478	36234	100	99	99	548	532	523	4	6	6	8	9	13	43	53	52	45	33	28
Students with Disabilities	NC	75	10286	NC	100	91	NC	465	462	NC	43	41	NC	25	27	NC	25	27	NC	7	5
Students without Disabilities	148	786	69020	99	100	100	545	526	510	3	5	9	9	11	18	43	54	52	45	30	21
Limited English Proficient Students	NC	43	10291	NC	100	96	NC	463	458	NC	42	38	NC	19	34	NC	37	26	NC	2	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	18	236	37437	86	98	97	489	498	486	33	17	19	17	17	26	33	51	46	17	15	9
Non-Economically Disadvantaged	138	625	41869	100	100	100	547	531	521	4	5	7	9	10	14	41	52	51	46	32	27

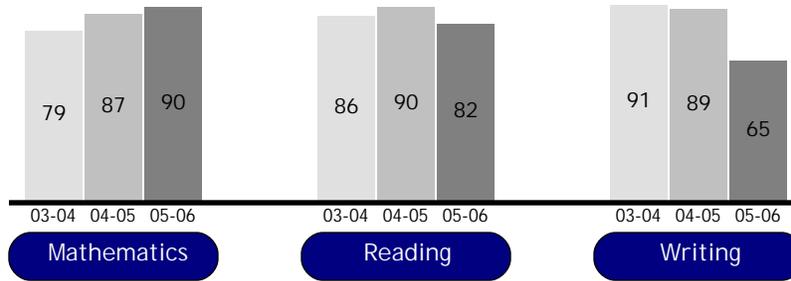
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	157	861	79000	99	100	98	509	502	489	4	5	10	15	18	24	67	64	58	14	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	414	38774	99	100	99	506	507	494	4	4	7	16	15	22	67	67	61	13	14	10
Male	87	446	40150	100	100	98	511	498	485	3	7	12	15	20	25	67	62	55	15	11	8
African American	NC	63	4153	NC	100	98	NC	492	476	NC	10	13	NC	22	30	NC	62	53	NC	6	4
Hispanic	43	273	32508	98	100	98	494	487	472	7	8	15	23	27	33	63	56	49	7	8	3
Asian/Pacific Islander	15	41	2142	100	100	99	529	512	510	NA	NA	4	NA	2	14	80	88	67	20	10	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	92	478	36135	100	99	98	516	513	508	1	3	4	13	13	14	70	68	67	16	16	15
Students with Disabilities	NC	74	9991	NC	99	88	NC	450	449	NC	28	33	NC	41	36	NC	28	29	NC	3	2
Students without Disabilities	149	787	69009	100	100	100	513	507	495	1	3	6	14	16	22	70	68	62	15	13	10
Limited English Proficient Students	NC	43	10199	NC	100	95	NC	440	439	NC	28	35	NC	58	47	NC	14	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	19	237	37234	90	98	97	470	481	472	21	12	15	26	29	33	53	52	50	NA	7	3
Non-Economically Disadvantaged	138	624	41766	100	100	99	514	510	505	1	3	5	14	14	16	69	69	65	16	15	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	158	863	79611	100	100	99	545	520	496	1	4	7	16	27	37	81	68	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	416	39016	100	100	99	550	534	511	1	3	4	10	18	29	86	79	66	3	1	1
Male	87	446	40519	100	100	98	541	506	482	NA	5	10	22	36	44	77	59	46	1	0	0
African American	NC	63	4188	NC	100	98	NC	506	486	NC	11	9	NC	24	40	NC	65	50	NC	NA	0
Hispanic	44	275	32855	100	100	99	525	507	481	2	5	10	23	34	43	75	61	47	NA	NA	0
Asian/Pacific Islander	15	41	2149	100	100	100	571	551	519	NA	NA	4	7	7	24	87	90	70	7	2	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	92	478	36380	100	99	99	550	527	511	NA	3	4	15	25	30	83	72	65	2	1	1
Students with Disabilities	NC	76	10664	NC	100	94	NC	456	440	NC	20	23	NC	51	54	NC	29	22	NC	NA	1
Students without Disabilities	149	787	68947	100	100	100	549	525	504	NA	2	4	15	25	34	83	72	61	2	1	1
Limited English Proficient Students	NC	43	10362	NC	100	97	NC	446	438	NC	16	22	NC	63	57	NC	21	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	20	238	37626	95	99	98	513	493	479	5	8	10	20	40	45	75	51	45	NA	NA	0
Non-Economically Disadvantaged	138	625	41985	100	100	100	549	530	511	NA	2	4	16	22	30	82	75	65	2	1	1

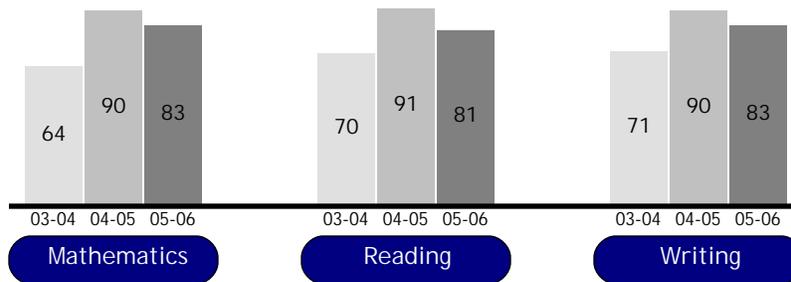
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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	100	69	NA	58	99	60	53	47	97	72	54	46
	Language	100	53	56	50	99	58	52	47	97	79	58	48
	Mathematics	100	65	66	64	99	63	57	50	97	76	63	52
3	Reading	100	68	NA	55	100	57	52	44	98	56	52	46
	Language	99	77	66	61	100	54	49	44	98	58	54	46
	Mathematics	100	76	64	61	100	65	54	51	98	59	58	52
4	Reading	100	70	NA	56	99	63	58	48	99	65	59	52
	Language	100	58	56	52	99	61	57	49	99	68	61	52
	Mathematics	100	69	63	61	99	69	63	53	99	78	68	58
5	Reading	97	64	NA	55	100	65	56	50	99	68	65	56
	Language	97	59	58	49	100	70	57	50	99	75	67	54
	Mathematics	99	70	71	63	100	67	56	49	99	72	63	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü School Improvement
- Ü Parent/Educator Relations
- Ü Community Relations
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Override/Bond Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	12.00	Teacher Aide	27.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	8	0	0
4 to 6 years	6	2	0	0
7 to 9 years	2	1	0	0
10 or more years	7	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	1
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	0%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Lab

Extracurricular Activities

- Ü Chorus
- Ü Student Council
- Ü Peer Mediators
- Ü Student Monitors
- Ü Mad Science

Social Services

- Ü Before School Program
- Ü Counseling Services
- Ü Crisis Intervention
- Ü After School Program
- Ü Music and Choral Area
- Ü Mutiple Disabled Facility

School Achievements/Accomplishments 2005-06

ü Assessing all students new to the school for maximum academic placement.

ü High Terra Nova/AIMS test scores.

ü A score of "10" on the Great School Survey.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	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

Providing a schoolwide safety protocol with a child-centered focus; a schoolwide classroom management system; high expectations; active leadership; family atmosphere; address safety protocol; frequent and monitored assessment/homework; character education and bullying 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	Rick Dinneen	(623) 535-6400
Transportation Policy	David Gourlay	(623) 535-6070
Community Resources	Dr. Ace T. Faust	(623) 535-6400
School Nutrition Programs	David Schwake	(623) 535-6056
Parent Organization	Stephanie Rutherford	(623) 535-0968
Student Health/Nurse	Mary Engstrom	(623) 535-6418

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.

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

Total cost of printing: 16 Pages X .0243 Per page X 25 Copies = \$10.00

** 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.