



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7214 E. Jenan Dr., Scottsdale, AZ 85260

CASY Country Day School

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 Excelling

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

School Overview

Principal/Administrator : Mr. Bill Thompson
Schedule : 07:30 AM to 04:00 PM
Grades : K-5
Web Address : www.casyday.com
Phone Number : (480) 951-3190
Fax Number : (480) 998-4029
E-mail : bill.thompson@casyday.com

Mission

CASY Schools are dedicated to providing children with the tools necessary to grow, develop and learn to think. Intellectual growth and a positive self-image are supported by a firm foundation in basic skills and enhanced by the broad-based curriculum.

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

- To provide a curriculum that introduces, reinforces and allows students to master academic skills through actively participating in the learning process.
To ensure mastery of the Arizona Academic Standards in all academic areas.
To provide opportunity for students to develop personal confidence through music and drama.

Enrollment

October 1, 2005 School Year Student Enrollment : 134
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 134

Instructional Programs

- Ü Full-day Kindergarten
- Ü Broad-based Curriculum
- Ü Phonics Reading Program
- Ü Unit Studies
- Ü Creative Arts Based
- Ü Music/Drama
- Ü Art
- Ü PE

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

CASY School provides a highly individualized and stimulating accelerated academic curriculum coupled with the creative arts (music, drama, fine arts) and a safe environment conducive to learning.

Parents

It is the parent's responsibility to transport students to and from school. A nutritious lunch must be provided by the parent. The parent must provide school supplies. Parents need to read with their child at least 30 minutes each day.

Transportation Policy

CASY provides no transportation for students.

School Honors

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

Award/Honor	Year
Ü CASY School Received Excelling Ranking	2006
Ü Phoenix Symphony Paint to Music	2006
Ü Celebrating over 20 years of Existence	2006
Ü Odyssey of the Mind - 2nd & 3rd place	2006

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	23	28	80010	100	100	99	477	460	447	NA	11	10	4	11	18	61	50	53	35	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	11	38935	NC	100	99	NC	454	447	NC	18	9	NC	9	19	NC	55	55	NC	18	17
Male	15	17	40974	100	100	98	475	463	448	NA	6	11	7	12	18	53	47	52	40	35	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	--	NC	34545	--	NC	99	--	NC	432	--	NC	14	--	NC	24	--	NC	53	--	NC	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	23	23	35142	100	100	99	477	477	465	NA	NA	5	4	4	11	61	61	56	35	35	28
Students with Disabilities	--	NC	10161	--	NC	93	--	NC	419	--	NC	28	--	NC	28	--	NC	36	--	NC	8
Students without Disabilities	23	27	69849	100	100	100	477	464	451	NA	7	7	4	11	17	61	52	56	35	30	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	--	--	39029	--	--	98	--	--	432	--	--	14	--	--	25	--	--	52	--	--	9
Non-Economically Disadvantaged	23	28	40981	100	100	100	477	460	462	NA	11	6	4	11	13	61	50	54	35	29	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	23	28	79438	100	100	98	486	466	451	NA	11	9	17	21	24	57	46	56	26	21	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	11	38775	NC	100	99	NC	463	457	NC	18	7	NC	9	22	NC	55	58	NC	18	13
Male	15	17	40560	100	100	97	480	468	446	NA	6	12	27	29	25	47	41	54	27	24	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	--	NC	34297	--	NC	98	--	NC	434	--	NC	14	--	NC	31	--	NC	50	--	NC	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	23	23	34887	100	100	98	486	486	471	NA	NA	4	17	17	15	57	57	63	26	26	18
Students with Disabilities	--	NC	9588	--	NC	88	--	NC	416	--	NC	30	--	NC	32	--	NC	34	--	NC	5
Students without Disabilities	23	27	69850	100	100	100	486	469	456	NA	11	7	17	19	23	57	48	59	26	22	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	--	--	38685	--	--	97	--	--	435	--	--	14	--	--	32	--	--	50	--	--	5
Non-Economically Disadvantaged	23	28	40753	100	100	99	486	466	467	NA	11	5	17	21	16	57	46	62	26	21	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	23	28	79971	100	100	99	500	476	423	NA	4	8	9	21	41	48	39	49	43	36	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	11	38974	NC	100	99	NC	493	437	NC	NA	5	NC	27	33	NC	18	57	NC	55	4
Male	15	17	40895	100	100	98	481	465	410	NA	6	10	13	18	47	60	53	41	27	24	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	--	NC	34481	--	NC	99	--	NC	410	--	NC	10	--	NC	46	--	NC	43	--	NC	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	23	23	35150	100	100	99	500	500	437	NA	NA	5	9	9	35	48	48	56	43	43	5
Students with Disabilities	--	NC	10258	--	NC	94	--	NC	377	--	NC	23	--	NC	51	--	NC	25	--	NC	1
Students without Disabilities	23	27	69713	100	100	100	500	482	429	NA	NA	5	9	22	39	48	41	52	43	37	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	--	--	38994	--	--	98	--	--	409	--	--	10	--	--	47	--	--	41	--	--	1
Non-Economically Disadvantaged	23	28	40977	100	100	100	500	476	437	NA	4	5	9	21	34	48	39	56	43	36	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	25	37	80147	100	100	99	524	482	482	NA	22	11	4	11	17	40	30	49	56	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	21	39281	100	100	99	520	487	483	NA	14	9	7	14	17	40	33	50	53	38	24
Male	10	16	40780	100	100	98	NA	475	482	NA	31	12	NA	6	17	NA	25	48	NA	38	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	--	NC	33494	--	NC	99	--	NC	466	--	NC	15	--	NC	23	--	NC	49	--	NC	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	25	26	36122	100	100	99	524	522	501	NA	NA	5	4	4	10	40	42	50	56	54	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	21	31	69852	100	100	100	531	490	488	NA	19	7	NA	10	16	43	32	51	57	39	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	--	--	38371	--	--	97	--	--	465	--	--	15	--	--	23	--	--	49	--	--	13
Non-Economically Disadvantaged	25	37	41776	100	100	100	524	482	498	NA	22	6	4	11	11	40	30	49	56	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	25	37	79686	100	100	98	511	478	470	NA	14	11	8	22	24	68	49	57	24	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	21	39163	100	100	99	514	487	475	NA	10	9	7	19	22	67	52	60	27	19	10
Male	10	16	40438	100	100	97	NA	465	465	NA	19	13	NA	25	25	NA	44	54	NA	13	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	--	NC	33299	--	NC	98	--	NC	452	--	NC	17	--	NC	32	--	NC	47	--	NC	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	25	26	35914	100	100	98	511	511	489	NA	NA	5	8	8	15	68	69	67	24	23	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	21	31	69878	100	100	100	516	485	475	NA	10	8	NA	19	23	76	55	61	24	16	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	--	--	38095	--	--	97	--	--	452	--	--	17	--	--	32	--	--	48	--	--	3
Non-Economically Disadvantaged	25	37	41591	100	100	99	511	478	486	NA	14	6	8	22	16	68	49	65	24	16	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	25	37	80372	100	100	99	535	490	475	NA	8	4	NA	19	30	80	59	64	20	14	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	21	39452	100	100	99	548	506	488	NA	5	3	NA	24	22	80	57	72	20	14	3
Male	10	16	40836	100	100	98	NA	468	464	NA	13	6	NA	13	37	NA	63	56	NA	13	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	--	NC	33608	--	NC	99	--	NC	462	--	NC	6	--	NC	36	--	NC	57	--	NC	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	25	26	36213	100	100	99	535	531	489	NA	NA	2	NA	4	22	80	77	72	20	19	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	21	31	69846	100	100	100	543	496	482	NA	10	3	NA	16	26	76	58	69	24	16	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	--	--	38521	--	--	98	--	--	461	--	--	6	--	--	38	--	--	55	--	--	1
Non-Economically Disadvantaged	25	37	41851	100	100	100	535	490	489	NA	8	3	NA	19	22	80	59	72	20	14	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	--	15	79306	--	100	99	--	454	504	--	53	13	--	27	20	--	13	49	--	7	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	NC	38845	--	NC	99	--	NC	505	--	NC	11	--	NC	20	--	NC	50	--	NC	18
Male	--	NC	40383	--	NC	98	--	NC	504	--	NC	14	--	NC	19	--	NC	47	--	NC	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	--	NC	32673	--	NC	99	--	NC	487	--	NC	18	--	NC	25	--	NC	46	--	NC	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	--	NC	36234	--	NC	99	--	NC	523	--	NC	6	--	NC	13	--	NC	52	--	NC	28
Students with Disabilities	--	NC	10286	--	NC	91	--	NC	462	--	NC	41	--	NC	27	--	NC	27	--	NC	5
Students without Disabilities	--	12	69020	--	100	100	--	443	510	--	58	9	--	33	18	--	8	52	--	NA	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	--	--	37437	--	--	97	--	--	486	--	--	19	--	--	26	--	--	46	--	--	9
Non-Economically Disadvantaged	--	15	41869	--	100	100	--	454	521	--	53	7	--	27	14	--	13	51	--	7	27

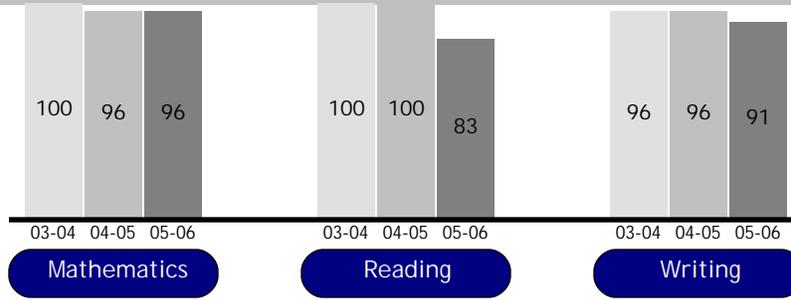
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	15	79000	--	100	98	--	450	489	--	20	10	--	47	24	--	33	58	--	NA	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	NC	38774	--	NC	99	--	NC	494	--	NC	7	--	NC	22	--	NC	61	--	NC	10
Male	--	NC	40150	--	NC	98	--	NC	485	--	NC	12	--	NC	25	--	NC	55	--	NC	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	--	NC	32508	--	NC	98	--	NC	472	--	NC	15	--	NC	33	--	NC	49	--	NC	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	--	NC	36135	--	NC	98	--	NC	508	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	--	NC	9991	--	NC	88	--	NC	449	--	NC	33	--	NC	36	--	NC	29	--	NC	2
Students without Disabilities	--	12	69009	--	100	100	--	449	495	--	17	6	--	50	22	--	33	62	--	NA	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	--	--	37234	--	--	97	--	--	472	--	--	15	--	--	33	--	--	50	--	--	3
Non-Economically Disadvantaged	--	15	41766	--	100	99	--	450	505	--	20	5	--	47	16	--	33	65	--	NA	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	--	15	79611	--	100	99	--	387	496	--	47	7	--	47	37	--	7	56	--	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	NC	39016	--	NC	99	--	NC	511	--	NC	4	--	NC	29	--	NC	66	--	NC	1
Male	--	NC	40519	--	NC	98	--	NC	482	--	NC	10	--	NC	44	--	NC	46	--	NC	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	--	NC	32855	--	NC	99	--	NC	481	--	NC	10	--	NC	43	--	NC	47	--	NC	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	--	NC	36380	--	NC	99	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1
Students with Disabilities	--	NC	10664	--	NC	94	--	NC	440	--	NC	23	--	NC	54	--	NC	22	--	NC	1
Students without Disabilities	--	12	68947	--	100	100	--	377	504	--	50	4	--	42	34	--	8	61	--	NA	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	--	--	37626	--	--	98	--	--	479	--	--	10	--	--	45	--	--	45	--	--	0
Non-Economically Disadvantaged	--	15	41985	--	100	100	--	387	511	--	47	4	--	47	30	--	7	65	--	NA	1

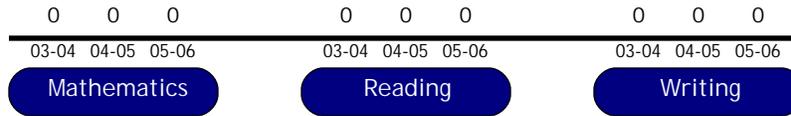
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	39	NA	58	100	80	80	47	100	78	70	46
	Language	100	39	88	50	100	88	88	47	100	88	82	48
	Mathematics	100	39	94	64	100	88	88	50	100	87	82	52
3	Reading	100	26	NA	55	100	74	74	44	100	73	67	46
	Language	100	26	90	61	100	72	72	44	100	73	67	46
	Mathematics	100	26	91	61	100	74	74	51	100	83	78	52
4	Reading	100	14	NA	56	100	77	77	48	100	83	70	52
	Language	100	14	85	52	100	77	77	49	100	83	65	52
	Mathematics	100	14	94	61	100	77	77	53	100	84	68	58
5	Reading	--	--	--	55	--	--	--	50	--	--	22	56
	Language	--	--	--	49	--	--	--	50	--	--	21	54
	Mathematics	--	--	--	63	--	--	--	49	--	--	15	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

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	7.50
Other Professional Staff	1.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	7
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 Library
- Ü Art Room

Extracurricular Activities

- Ü Science
- Ü Chess
- Ü Chorus
- Ü Sports Club
- Ü Odyssey of the Mind
- Ü Drama
- Ü Musical Keyboarding
- Ü Spanish

Social Services

- Ü After School Program
- Ü On-site Preschool
- Ü Early Drop-off
- Ü Brownies/Girl Scouts

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Art: Students won multiple awards in Phoenix Symphony Paint to Music Contest, including in both painting and poetry.

ü Science: Placed 2nd in Odyssey of the Mind Competition - Regional, 3rd place in the State competition.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	98	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

CASY School's Safety Committee organizes various activities and safety programs that promote bicycle safety, sun safety, kindness and good health habits. CASY also has emergency procedures in place.

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		
Transportation Policy	Bill Thompson	(480) 951-3190
Community Resources	John Spero	(480) 951-3190
School Nutrition Programs		
Parent Organization	PTA President/ Jeanne Greer	(480) 951-3190
Student Health/Nurse		

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.

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** 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.