

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2200 W Wetmore, Tucson, AZ 85705

Flowing Wells Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Dr. Lynette Patton
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-6
 Web Address : www.flowingwells.com
 Phone Number : (520) 696-8200
 Fax Number : (520) 690-5613
 E-mail : pattonl@flowingwells.k12.az.us

Mission

Students at Centennial Elementary are lifelong learners. At Centennial Elementary, the school and community stakeholders believe that children can develop an ownership and a desire for their own learning in order to become responsible citizens.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Warning Year
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 Students at Centennial Elementary will develop increased vocabulary skills, develop strong decoding skills, demonstrate effective reading comprehension skills, and critically analyze quality literature.
- ü Centennial Elementary students will demonstrate effective mathematics basic skills and problem-solving strategies, increase conceptual understanding of measurement, and increase the level of understanding related to computation in problem solving.
- ü Students will effectively communicate in written language utilizing the 'Six Traits' model.
- ü Students will develop critical thinking skills through scientific inquiry.

Enrollment

October 1, 2005 School Year Student Enrollment : 477
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 114

Instructional Programs

- ü Title I Reading Lab
- ü Cross Categorical Special Education
- ü SEI
- ü Gifted and Talented Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/12/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Parents at Centennial are viewed as partners in their childrens' education. We have the responsibility to communicate information about student performance academically and socially. Parents are provided extensive resources in terms of communication with teachers and administrator, opportunities to volunteer, parent handbooks, student centered conferences and on going progress reports. Centennial Elementary maintains high academic standards and a safe environment in which students can learn.

Parents

Parents at Centennial are expected to have their children at school every day and abide by the attendance policy guidelines. Parents are asked to participate in their child's education through volunteering, homework support, and attendance at parent conferences. Parents are encouraged to work with the school on behavioral and emotional concerns that may interfere with learning. This home/school relationship is the cornerstone that promotes the best environment for all student learners.

Transportation Policy

The Flowing Wells District Governing Board has developed a comprehensive transportation plan which serves all students within our district based upon their needs and location in relation to their schools. Open Enrollment students are expected to provide their own transportation. Students in our attendance zone are transported if the place of residence is over 1.0 miles. It is considered a priviledge to be provided transportation. Safe and appropriate behaviors are expected at all times.

School Honors

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

Award/Honor	Year
ü Arizona A+ School	1994
ü National Excellence Blue Ribbon	1995
ü Golden Bell Award Recipient	2002
ü Especially for Kids Award - AEA	2004

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	53	379	80010	100	98	99	440	447	447	17	8	10	15	20	18	55	56	53	13	16	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	180	38935	100	99	99	465	449	447	4	6	9	8	22	19	65	58	55	23	15	17
Male	27	199	40974	100	98	98	417	445	448	30	11	11	22	19	18	44	54	52	4	16	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	24	194	34545	100	97	99	436	444	432	21	10	14	17	20	24	54	59	53	8	11	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	24	162	35142	100	99	99	448	453	465	13	7	5	13	20	11	54	51	56	21	22	28
Students with Disabilities	NC	48	10161	NC	91	93	NC	417	419	NC	27	28	NC	33	28	NC	35	36	NC	4	8
Students without Disabilities	46	331	69849	100	100	100	444	451	451	15	6	7	13	18	17	57	59	56	15	17	19
Limited English Proficient Students	NC	51	14013	NC	96	97	NC	412	413	NC	25	24	NC	35	34	NC	39	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	40	262	39029	100	98	98	442	442	432	18	10	14	15	23	25	53	56	52	15	11	9
Non-Economically Disadvantaged	13	117	40981	100	99	100	436	459	462	15	6	6	15	14	13	62	55	54	8	26	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	51	365	79438	96	95	98	447	448	451	16	10	9	16	25	24	67	55	56	2	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	175	38775	100	97	99	470	453	457	4	7	7	8	24	22	85	58	58	4	11	13
Male	25	190	40560	93	93	97	422	444	446	28	12	12	24	26	25	48	52	54	NA	10	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	24	189	34297	100	95	98	440	439	434	21	14	14	17	26	31	63	53	50	NA	7	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	22	154	34887	92	94	98	452	459	471	9	5	4	18	25	15	68	57	63	5	14	18
Students with Disabilities	NC	36	9588	NC	68	88	NC	414	416	NC	25	30	NC	42	32	NC	28	34	NC	6	5
Students without Disabilities	46	329	69850	100	99	100	449	452	456	15	8	7	13	23	23	70	57	59	2	11	12
Limited English Proficient Students	NC	47	13856	NC	89	96	NC	386	407	NC	45	27	NC	38	43	NC	17	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	39	251	38685	98	94	97	442	439	435	18	14	14	18	29	32	64	50	50	NA	8	5
Non-Economically Disadvantaged	12	114	40753	92	97	99	460	468	467	8	2	5	8	18	16	75	65	62	8	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	50	381	79971	94	99	99	396	416	423	20	12	8	36	38	41	40	44	49	4	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	180	38974	96	99	99	447	441	437	4	7	5	20	28	33	68	57	57	8	9	4
Male	25	201	40895	93	99	98	345	394	410	36	17	10	52	48	47	12	33	41	NA	2	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	24	198	34481	100	99	99	401	415	410	17	13	10	38	37	46	42	45	43	4	5	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	22	161	35150	92	99	99	387	417	437	23	12	5	36	40	35	36	41	56	5	7	5
Students with Disabilities	NC	53	10258	NC	100	94	NC	327	377	NC	42	23	NC	40	51	NC	17	25	NC	2	1
Students without Disabilities	43	328	69713	93	99	100	408	430	429	16	7	5	35	38	39	44	48	52	5	6	3
Limited English Proficient Students	NC	53	13985	NC	100	97	NC	344	382	NC	32	18	NC	57	54	NC	11	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	38	264	38994	95	99	98	393	407	409	21	14	10	37	42	47	39	40	41	3	4	1
Non-Economically Disadvantaged	12	117	40977	92	99	100	407	436	437	17	7	5	33	31	34	42	54	56	8	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	60	389	80147	100	98	99	470	481	482	13	11	11	18	12	17	52	55	49	17	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	193	39281	100	97	99	470	477	483	9	11	9	16	13	17	63	54	50	13	22	24
Male	28	196	40780	100	99	98	470	484	482	18	12	12	21	10	17	39	56	48	21	22	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	20	191	33494	100	98	99	453	474	466	20	13	15	25	14	23	45	57	49	10	16	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	36	181	36122	100	98	99	480	488	501	8	9	5	14	9	10	58	54	50	19	29	35
Students with Disabilities	15	62	10295	100	91	92	427	440	443	33	29	33	40	26	26	27	40	33	NA	5	8
Students without Disabilities	45	327	69852	100	100	100	484	488	488	7	8	7	11	9	16	60	57	51	22	25	26
Limited English Proficient Students	NC	44	12722	NC	98	97	NC	436	441	NC	36	27	NC	23	33	NC	39	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	40	264	38371	100	99	97	464	473	465	13	13	15	23	14	23	50	55	49	15	18	13
Non-Economically Disadvantaged	20	125	41776	100	97	100	481	496	498	15	8	6	10	6	11	55	54	49	20	31	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	49	367	79686	82	93	98	477	470	470	2	10	11	22	22	24	67	60	57	8	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	185	39163	88	93	99	474	471	475	NA	10	9	25	19	22	68	63	60	7	8	10
Male	21	182	40438	75	92	97	481	468	465	5	10	13	19	25	25	67	58	54	10	7	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	14	181	33299	70	93	98	464	456	452	7	13	17	43	31	32	43	52	47	7	3	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	32	171	35914	89	92	98	483	483	489	NA	6	5	13	13	15	78	69	67	9	11	14
Students with Disabilities	NC	42	9808	NC	62	87	NC	438	432	NC	33	35	NC	31	32	NC	31	30	NC	5	3
Students without Disabilities	45	325	69878	100	99	100	477	474	475	2	7	8	22	21	23	67	64	61	9	7	9
Limited English Proficient Students	NC	40	12594	NC	89	96	NC	409	422	NC	45	34	NC	43	45	NC	13	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	32	247	38095	80	93	97	475	460	452	3	12	17	22	28	32	66	56	48	9	4	3
Non-Economically Disadvantaged	17	120	41591	85	93	99	481	489	486	NA	7	6	24	11	16	71	69	65	6	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	60	394	80372	100	99	99	450	456	475	10	10	4	32	32	30	55	58	64	3	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	198	39452	100	99	99	478	466	488	3	9	3	19	26	22	72	64	72	6	1	3
Male	28	196	40836	100	99	98	418	445	464	18	11	6	46	38	37	36	52	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	20	193	33608	100	99	99	431	446	462	15	12	6	25	34	36	55	53	57	5	1	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	36	184	36213	100	99	99	458	465	489	8	7	2	33	29	22	56	63	72	3	1	3
Students with Disabilities	15	67	10526	100	99	94	353	393	427	33	28	15	53	54	53	13	18	31	NA	NA	1
Students without Disabilities	45	327	69846	100	100	100	482	468	482	2	6	3	24	28	26	69	66	69	4	1	2
Limited English Proficient Students	NC	46	12747	NC	100	97	NC	389	432	NC	30	12	NC	41	52	NC	28	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	40	267	38521	100	100	98	446	446	461	10	11	6	35	37	38	50	51	55	5	1	1
Non-Economically Disadvantaged	20	127	41851	100	98	100	458	476	489	10	7	3	25	21	22	65	72	72	NA	NA	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	431	79306	100	98	99	498	504	504	14	11	13	19	19	20	51	52	49	15	18	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	211	38845	100	97	99	504	507	505	5	7	11	17	17	20	63	58	50	15	18	18
Male	37	220	40383	100	100	98	492	502	504	24	15	14	22	21	19	38	45	47	16	18	19
African American	NC	15	4171	NC	100	98	NC	512	485	NC	NA	20	NC	20	26	NC	67	44	NC	13	10
Hispanic	35	205	32673	100	97	99	488	493	487	23	16	18	14	22	25	54	46	46	9	15	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	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	36	195	36234	100	100	99	508	514	523	8	7	6	19	15	13	50	57	52	22	21	28
Students with Disabilities	15	72	10286	100	89	91	464	466	462	47	36	41	13	28	27	33	32	27	7	4	5
Students without Disabilities	63	359	69020	100	100	100	507	512	510	6	6	9	21	17	18	56	56	52	17	21	21
Limited English Proficient Students	NC	40	10291	NC	93	96	NC	452	458	NC	40	38	NC	43	34	NC	15	26	NC	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	40	261	37437	100	96	97	486	494	486	20	15	19	20	22	26	50	49	46	10	14	9
Non-Economically Disadvantaged	38	170	41869	100	100	100	511	520	521	8	5	7	18	14	14	53	56	51	21	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	68	409	79000	87	93	98	489	489	489	6	10	10	24	22	24	62	59	58	9	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	207	38774	95	95	99	490	495	494	3	4	7	26	21	22	64	65	61	8	10	10
Male	29	202	40150	78	91	98	487	484	485	10	15	12	21	23	25	59	52	55	10	10	8
African American	NC	15	4153	NC	100	98	NC	500	476	NC	NA	13	NC	20	30	NC	73	53	NC	7	4
Hispanic	29	193	32508	83	91	98	480	478	472	10	14	15	31	26	33	48	52	49	10	7	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	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	33	186	36135	92	95	98	496	500	508	3	6	4	18	17	14	70	64	67	9	13	15
Students with Disabilities	NC	52	9991	NC	64	88	NC	454	449	NC	23	33	NC	50	36	NC	23	29	NC	4	2
Students without Disabilities	62	357	69009	98	100	100	489	494	495	6	8	6	23	18	22	61	64	62	10	11	10
Limited English Proficient Students	NC	40	10199	NC	93	95	NC	424	439	NC	55	35	NC	38	47	NC	8	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	34	247	37234	85	91	97	472	479	472	12	15	15	35	26	33	50	54	50	3	6	3
Non-Economically Disadvantaged	34	162	41766	89	97	99	505	506	505	NA	2	5	12	16	16	74	66	65	15	16	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	78	438	79611	100	100	99	490	496	496	9	8	7	37	33	37	54	59	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	216	39016	100	100	99	506	510	511	5	6	4	32	24	29	63	70	66	NA	NA	1
Male	37	222	40519	100	100	98	472	482	482	14	9	10	43	43	44	43	48	46	NA	NA	0
African American	NC	15	4188	NC	100	98	NC	536	486	NC	NA	9	NC	7	40	NC	93	50	NC	NA	0
Hispanic	35	210	32855	100	100	99	478	484	481	14	11	10	37	37	43	49	52	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	10	3992	NC	100	96	NC	NA	478	NC	NA	10	NC	NA	46	NC	NA	44	NC	NA	0
White	36	196	36380	100	100	99	503	506	511	3	4	4	39	32	30	58	64	65	NA	NA	1
Students with Disabilities	15	80	10664	100	99	94	428	445	440	20	18	23	73	68	54	7	15	22	NA	NA	1
Students without Disabilities	63	358	68947	100	100	100	505	507	504	6	6	4	29	26	34	65	69	61	NA	NA	1
Limited English Proficient Students	NC	41	10362	NC	95	97	NC	402	438	NC	41	22	NC	46	57	NC	12	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	40	269	37626	100	99	98	475	487	479	13	10	10	45	38	45	43	52	45	NA	NA	0
Non-Economically Disadvantaged	38	169	41985	100	100	100	505	510	511	5	4	4	29	26	30	66	70	65	NA	NA	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	452	79327	100	96	98	510	519	518	12	13	19	29	19	20	51	55	46	8	13	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	243	38961	100	98	98	508	521	520	15	12	16	31	16	20	46	59	48	8	13	16
Male	44	209	40295	100	94	97	511	516	516	9	14	21	27	22	19	55	51	44	9	13	16
African American	NC	13	4247	NC	100	98	NC	511	499	NC	15	27	NC	23	24	NC	54	41	NC	8	8
Hispanic	29	221	32327	100	96	98	500	509	499	21	18	27	31	21	25	45	53	41	3	8	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	48	209	36373	100	97	98	517	529	538	6	9	10	23	16	14	60	57	52	10	18	25
Students with Disabilities	NC	53	9321	NC	76	87	NC	475	467	NC	42	54	NC	34	22	NC	23	21	NC	2	3
Students without Disabilities	77	399	70006	100	100	100	514	524	524	9	10	14	27	17	19	55	59	49	9	14	18
Limited English Proficient Students	NC	32	9431	NC	100	95	NC	467	466	NC	53	53	NC	28	27	NC	19	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	58	303	37097	100	94	97	502	511	498	17	17	27	31	20	25	41	51	41	10	11	7
Non-Economically Disadvantaged	25	149	42230	100	100	99	526	535	535	NA	5	11	24	15	15	72	64	50	4	16	24

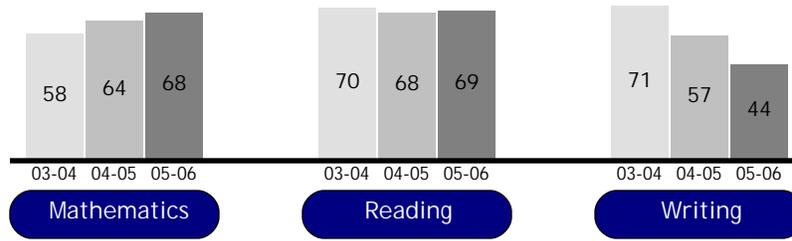
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	446	79501	100	95	98	504	503	497	1	4	10	27	24	25	66	68	60	6	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	241	39062	100	98	99	508	506	502	NA	4	8	26	21	23	69	71	64	5	4	5
Male	44	205	40368	100	92	98	500	498	491	2	5	13	27	28	27	64	64	57	7	3	3
African American	NC	13	4279	NC	100	99	NC	499	485	NC	8	14	NC	23	30	NC	69	54	NC	NA	2
Hispanic	29	215	32389	100	93	98	490	493	478	3	7	16	41	32	34	52	58	48	3	3	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	48	209	36446	100	97	99	512	512	516	NA	1	4	19	17	15	73	77	73	8	5	7
Students with Disabilities	NC	47	9411	NC	67	88	NC	470	453	NC	15	36	NC	43	36	NC	43	26	NC	NA	1
Students without Disabilities	77	399	70090	100	100	100	507	506	502	NA	3	7	23	22	24	70	71	65	6	4	5
Limited English Proficient Students	NC	28	9401	NC	88	94	NC	447	443	NC	32	40	NC	57	46	NC	11	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	58	299	37183	100	93	97	497	496	479	2	6	16	34	29	34	59	61	49	5	4	1
Non-Economically Disadvantaged	25	147	42318	100	99	99	519	516	513	NA	1	5	8	15	17	84	81	70	8	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	469	80000	100	100	99	560	552	564	5	3	3	10	16	11	69	71	75	17	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	248	39288	100	100	99	568	569	579	5	1	2	3	10	6	72	75	77	21	14	16
Male	44	221	40644	100	100	98	552	533	549	5	5	4	16	23	15	66	67	74	14	5	7
African American	NC	13	4307	NC	100	99	NC	575	551	NC	NA	4	NC	8	13	NC	85	75	NC	8	7
Hispanic	29	232	32672	100	100	99	565	545	548	3	3	4	7	19	14	79	72	76	10	6	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	48	214	36602	100	100	99	553	558	579	6	3	2	13	14	7	60	68	75	21	14	16
Students with Disabilities	NC	69	9919	NC	99	93	NC	492	505	NC	7	9	NC	54	35	NC	38	54	NC	1	2
Students without Disabilities	77	400	70081	100	100	100	565	562	571	4	2	2	6	10	7	71	77	79	18	12	12
Limited English Proficient Students	NC	33	9571	NC	100	96	NC	465	502	NC	15	10	NC	39	29	NC	45	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	58	320	37534	100	100	98	551	542	547	5	3	4	12	19	15	71	73	76	12	5	5
Non-Economically Disadvantaged	25	149	42466	100	100	100	580	575	578	4	1	2	4	10	7	64	68	75	28	21	16

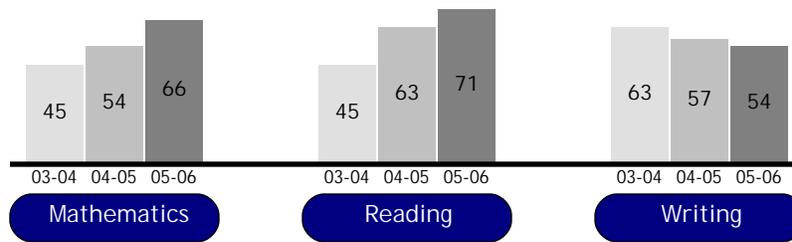
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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?	N
	Met Test Objectives?	Y
	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	94	51	NA	58	100	40	43	47	100	35	39	46
	Language	96	40	54	50	100	39	46	47	100	37	44	48
	Mathematics	99	62	69	64	100	50	50	50	100	58	46	52
3	Reading	100	48	NA	55	99	46	44	44	96	46	44	46
	Language	100	46	59	61	99	41	41	44	100	39	41	46
	Mathematics	100	50	63	61	99	46	51	51	100	43	50	52
4	Reading	100	55	NA	56	100	50	48	48	82	58	52	52
	Language	100	50	52	52	100	47	50	49	100	48	48	52
	Mathematics	100	52	62	61	100	53	56	53	100	56	58	58
5	Reading	95	50	NA	55	100	48	49	50	87	58	58	56
	Language	94	37	47	49	100	43	47	50	100	50	52	54
	Mathematics	96	54	59	63	100	40	47	49	100	48	52	52
6	Reading	100	59	NA	56	99	55	52	51	100	59	58	56
	Language	100	44	48	48	99	48	47	47	100	43	48	50
	Mathematics	100	48	67	66	99	52	52	52	100	52	58	58

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

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."

Centennial Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Instructional Programs
- Ü Curriculum
- Ü Title I Program
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Fundraising

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	1.50	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	62
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 Computer ized Reading Lab
- Ü Multipurpose Room (Athletic Facilities)
- Ü Library/Computer Capabilities
- Ü Computer Technology Lab

Extracurricular Activities

- Ü Student Council
- Ü Morning Intramurals
- Ü PeaceBuilders
- Ü Sports Program (pm)
- Ü Tutoring Clubs
- Ü Enrichment Clubs

Social Services

- Ü Day Care Provider am and pm
- Ü Afterschool Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Extended Kindergarten Program
- Ü Project Max- Big Brother/Sister program
- Ü Specialized Reading tutoring

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Centennial continues to implement a Balanced Literacy reading program. The Paws for Reading program enhances home involvement in students reading growth. Reading Counts is a schoolwide reading incentive program that encourages young readers.
- ü Centennial Elementary has effectively implemented a schoolwide curriculum mapping project. This is completed in Reading and Writing. Mathematics is in process. This continually aligns the curriculum to state standards.
- ü Centennial students participate in a schoolwide character building program. This district program is linked to our school PeaceBuilder Program. Over 100 students receive awards and the school is recognized by the National PeaceBuilder program.
- ü Centennial continues to involve students in community outreach with the Tu Nidito project, the Flowing Wells Family Resource Center, and World Care.

Student Activity Rates for School Year 2005-06

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

Centennial Elementary teaches students life skills that promote a safe and orderly environment. These focus on choices that are safe, responsible and respectful. We support a strong PeaceBuilder program that provides students with problem solving skills. Centennial also supports the DARE program in all grade levels. A zero tolerance policy is enforced for severe behaviors. All staff has been trained on Mandatory Reporting laws.

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) :

8

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	Lynette Patton	(520) 696-8200
Transportation Policy	David Krogstad	(520) 696-8870
Community Resources	Jackie Franco	(520) 696-8217
School Nutrition Programs	Daniel Esparza	(520) 690-2241
Parent Organization	Joni Brown	(520) 696-8200
Student Health/Nurse	Rosie Finley	(520) 696-8202

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 100 Copies = \$39.00

** 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.