

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1625 East Frye Road, Chandler, AZ 85225

Chandler 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 Plus
2003-04 Performing

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

School Overview

Principal/Administrator : Mr. Jim Estes
Schedule : 07:30 AM to 04:30 PM
Grades : Pre-K-6
Web Address : WW2 Chandler. k12 .az. us. /
Phone Number : (480) 883-4000
Fax Number : (480) 883-4020
E-mail : estesj@chandler.k12.az.us. /

Mission

Rudy G. Bologna School is dedicated to providing students the opportunity to receive a quality education. We develop programs; adopt practices and promote policies to support this goal.

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 In spring 2006:
82 percent of third grade students will meet proficiency as measured by AIMS reading.
- ü 81 percent of fifth grade students will meet proficiency as measured by AIMS reading.
in spring 2006.
- 81 percent of third grade students will meet proficiency as measured by AIMS math.
- 77 percent of fifth grade students will meet proficiency as measured by AIMS math..

Enrollment

October 1, 2005 School Year Student Enrollment : 822
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 63

Instructional Programs

- Full-Day Kindergarten-Tuition based
- On-Site Special Education
- Technology Classes
- Arts Integration Emphasis
- Kindersteps Early K
- Self-contained SPED

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	7/26/2005
Last Day of School :	5/30/2006

Shared Responsibilities

School

Rudy Bologna School provides the following: High academic standards, fine arts opportunities, physical well-being opportunities, cultural diversity training, safe/drug-free environment, life skills learning opportunities, a positive place to learn.

Parents

Parents provide the following: Students, reinforcement of school policy, quality learning environment in the home, support for homework assignments by providing appropriate work space and encouragement, regular communication opportunities with staff.

Transportation Policy

Students who live outside a one-mile radius of the school are bused. We provide safe transportation through high expectations for quality behavior while on the bus. Students who do not follow bus procedures and rules will not be allowed to ride.

School Honors

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

Award/Honor	Year
• Department of Education Arts Integration Grant	2006
• Wal-Mart Educator of Year Award	2001
• District Clean School Award	2005
• Kids Voting Educator of Year Award	2001

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	111	2484	80010	98	97	99	435	465	447	17	5	10	21	11	18	54	53	53	8	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	1199	38935	96	97	99	443	466	447	17	4	9	17	12	19	51	54	55	15	30	17
Male	63	1281	40974	98	96	98	428	465	448	17	6	11	24	11	18	56	52	52	3	31	19
African American	11	138	4201	100	97	99	422	443	430	9	4	17	45	26	23	45	56	51	NA	14	9
Hispanic	54	767	34545	100	96	99	421	441	432	28	12	14	30	20	24	39	54	53	4	14	9
Asian/Pacific Islander	NC	149	2068	NC	99	99	NC	486	474	NC	NA	4	NC	5	10	NC	47	50	NC	48	36
American Indian/Alaskan Native	NC	33	3979	NC	97	96	NC	452	424	NC	3	17	NC	18	30	NC	64	47	NC	15	6
White	39	1395	35142	100	97	99	448	479	465	8	2	5	5	6	11	72	52	56	15	40	28
Students with Disabilities	22	312	10161	96	89	93	420	436	419	27	15	28	23	24	28	50	47	36	NA	14	8
Students without Disabilities	89	2172	69849	99	98	100	438	469	451	15	4	7	20	10	17	55	54	56	10	33	19
Limited English Proficient Students	21	205	14013	95	94	97	395	413	413	38	26	24	43	30	34	19	39	39	NA	5	3
Migrant Students	--	10	603	--	83	96	--	NA	417	--	NA	22	--	NA	32	--	NA	42	--	NA	4
Economically Disadvantaged	57	727	39029	95	94	98	422	439	432	19	12	14	33	23	25	46	52	52	2	14	9
Non-Economically Disadvantaged	54	1757	40981	100	98	100	448	476	462	15	2	6	7	7	13	63	53	54	15	38	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	112	2477	79438	99	97	98	438	467	451	16	5	9	29	17	24	46	61	56	9	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1201	38775	98	97	99	453	475	457	10	3	7	23	14	22	54	61	58	13	21	13
Male	63	1272	40560	98	96	97	426	460	446	21	7	12	33	19	25	40	60	54	6	13	9
African American	11	137	4178	100	96	98	429	452	439	27	8	13	18	26	29	55	55	52	NA	11	6
Hispanic	54	763	34297	100	95	98	421	440	434	19	12	14	43	30	31	37	51	50	2	6	5
Asian/Pacific Islander	NC	150	2063	NC	99	99	NC	484	475	NC	NA	3	NC	12	15	NC	67	63	NC	21	20
American Indian/Alaskan Native	NC	34	3940	NC	100	95	NC	457	429	NC	3	14	NC	21	36	NC	74	47	NC	3	3
White	39	1391	34887	100	97	98	456	482	471	13	2	4	15	9	15	49	66	63	23	23	18
Students with Disabilities	22	303	9588	96	86	88	401	431	416	45	18	30	27	32	32	27	45	34	NA	5	5
Students without Disabilities	90	2174	69850	100	98	100	446	472	456	9	3	7	29	15	23	51	63	59	11	19	12
Limited English Proficient Students	21	204	13856	95	94	96	399	404	407	29	31	27	48	43	43	24	25	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	58	727	38685	97	94	97	423	437	435	16	12	14	40	32	32	45	50	50	NA	5	5
Non-Economically Disadvantaged	54	1750	40753	100	98	99	455	480	467	17	2	5	17	11	16	48	65	62	19	22	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	111	2518	79971	98	98	99	424	444	423	10	4	8	32	27	41	57	65	49	1	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	1214	38974	96	98	99	440	457	437	9	3	5	19	20	33	70	72	57	2	6	4
Male	63	1300	40895	98	98	98	413	432	410	11	5	10	43	34	47	46	58	41	NA	3	2
African American	11	140	4203	100	99	99	398	436	411	27	5	11	18	31	45	55	62	43	NA	1	2
Hispanic	54	776	34481	100	97	99	414	424	410	13	7	10	35	36	46	50	55	43	2	2	1
Asian/Pacific Islander	NC	150	2067	NC	99	99	NC	471	449	NC	1	4	NC	18	28	NC	71	60	NC	10	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	431	409	NC	6	10	NC	34	47	NC	60	42	NC	NA	1
White	38	1415	35150	97	99	99	435	453	437	3	2	5	37	22	35	61	70	56	NA	5	5
Students with Disabilities	21	339	10258	91	96	94	391	406	377	29	12	23	48	47	51	24	40	25	NA	1	1
Students without Disabilities	90	2179	69713	100	98	100	431	450	429	6	3	5	29	24	39	64	69	52	1	5	3
Limited English Proficient Students	21	206	13985	95	94	97	390	383	382	19	19	18	38	45	54	43	35	27	NA	1	0
Migrant Students	--	10	608	--	83	97	--	NA	389	--	NA	16	--	NA	50	--	NA	33	--	NA	0
Economically Disadvantaged	58	738	38994	97	95	98	415	420	409	12	8	10	38	39	47	48	51	41	2	2	1
Non-Economically Disadvantaged	53	1780	40977	100	100	100	435	454	437	8	3	5	26	22	34	66	71	56	NA	5	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	116	2509	80147	98	98	99	479	508	482	9	5	11	18	10	17	55	45	49	17	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1186	39281	98	98	99	479	509	483	10	4	9	20	9	17	48	44	50	22	43	24
Male	56	1320	40780	98	97	98	478	506	482	9	6	12	16	10	17	63	46	48	13	38	24
African American	12	129	4249	100	94	99	454	480	464	17	9	17	25	16	22	58	54	48	NA	21	13
Hispanic	43	756	33494	98	98	99	461	482	466	14	10	15	30	19	23	47	48	49	9	23	14
Asian/Pacific Islander	NC	148	2103	NC	100	99	NC	538	515	NC	1	4	NC	2	8	NC	33	44	NC	64	45
American Indian/Alaskan Native	--	23	4117	--	96	96	--	471	456	--	17	19	--	13	27	--	52	46	--	17	8
White	57	1453	36122	98	97	99	497	521	501	4	2	5	9	5	10	61	44	50	26	50	35
Students with Disabilities	27	335	10295	100	89	92	454	469	443	26	17	33	22	22	26	44	45	33	7	16	8
Students without Disabilities	89	2174	69852	98	99	100	486	513	488	4	3	7	17	8	16	58	45	51	20	45	26
Limited English Proficient Students	17	201	12722	100	98	97	430	442	441	41	26	27	18	32	33	41	38	37	NA	3	3
Migrant Students	NC	15	622	NC	100	97	NC	439	454	NC	33	19	NC	33	30	NC	20	43	NC	13	8
Economically Disadvantaged	45	689	38371	96	96	97	455	475	465	20	11	15	24	20	23	51	52	49	4	17	13
Non-Economically Disadvantaged	71	1820	41776	100	98	100	494	520	498	3	2	6	14	5	11	58	42	49	25	50	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	116	2503	79686	98	97	98	461	486	470	16	7	11	22	16	24	56	64	57	6	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1183	39163	98	98	99	466	492	475	13	5	9	18	14	22	62	66	60	7	15	10
Male	56	1317	40438	98	97	97	455	480	465	20	8	13	25	18	25	50	62	54	5	11	7
African American	12	128	4228	100	93	98	455	467	458	17	7	15	25	28	28	58	59	53	NA	6	4
Hispanic	43	752	33299	98	98	98	443	459	452	26	16	17	30	27	32	42	52	47	2	5	3
Asian/Pacific Islander	NC	148	2097	NC	100	99	NC	502	490	NC	2	5	NC	6	13	NC	74	68	NC	18	14
American Indian/Alaskan Native	--	23	4087	--	96	96	--	445	446	--	9	16	--	52	38	--	39	44	--	NA	2
White	57	1452	35914	98	97	98	476	500	489	9	2	5	14	10	15	67	70	67	11	18	14
Students with Disabilities	27	330	9808	100	88	87	425	447	432	44	22	35	30	30	32	22	41	30	4	6	3
Students without Disabilities	89	2173	69878	98	99	100	471	491	475	8	4	8	19	14	23	66	68	61	7	14	9
Limited English Proficient Students	17	197	12594	100	96	96	412	415	422	59	45	34	24	38	45	18	17	21	NA	NA	0
Migrant Students	NC	15	611	NC	100	95	NC	412	439	NC	47	22	NC	33	39	NC	20	37	NC	NA	2
Economically Disadvantaged	45	685	38095	96	96	97	440	452	452	29	17	17	33	31	32	38	50	48	NA	2	3
Non-Economically Disadvantaged	71	1818	41591	100	98	99	474	498	486	8	3	6	14	10	16	68	70	65	10	17	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	117	2539	80372	99	99	99	475	492	475	2	2	4	34	20	30	63	74	64	1	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1200	39452	100	99	99	484	503	488	2	2	3	30	13	22	67	80	72	2	5	3
Male	56	1336	40836	98	98	98	466	482	464	2	3	6	39	27	37	59	68	56	NA	2	1
African American	12	131	4264	100	96	99	471	478	465	NA	2	5	42	27	35	58	68	59	NA	2	1
Hispanic	43	763	33608	98	99	99	469	471	462	2	4	6	33	31	36	65	63	57	NA	1	1
Asian/Pacific Islander	NC	148	2098	NC	100	99	NC	513	500	NC	NA	2	NC	10	16	NC	84	75	NC	6	7
American Indian/Alaskan Native	--	23	4128	--	96	97	--	468	464	--	4	4	--	35	39	--	61	56	--	NA	1
White	58	1474	36213	100	99	99	482	502	489	2	1	2	33	14	22	64	80	72	2	5	3
Students with Disabilities	27	357	10526	100	95	94	443	455	427	NA	5	15	78	50	53	22	45	31	NA	1	1
Students without Disabilities	90	2182	69846	99	99	100	485	497	482	2	2	3	21	15	26	76	79	69	1	4	2
Limited English Proficient Students	17	203	12747	100	99	97	431	430	432	6	12	12	65	54	52	29	34	36	NA	NA	0
Migrant Students	NC	15	621	NC	100	97	NC	419	452	NC	13	9	NC	53	40	NC	33	51	NC	NA	0
Economically Disadvantaged	45	696	38521	96	97	98	466	465	461	2	4	6	42	38	38	56	57	55	NA	1	1
Non-Economically Disadvantaged	72	1843	41851	100	100	100	482	502	489	1	1	3	29	14	22	68	80	72	1	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	134	2492	79306	100	98	99	516	526	504	7	6	13	15	11	20	55	52	49	22	31	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1246	38845	100	97	99	517	527	505	10	6	11	17	10	20	49	53	50	23	31	18
Male	65	1243	40383	100	98	98	515	525	504	5	7	14	12	12	19	62	51	47	22	30	19
African American	11	168	4171	100	98	98	510	511	485	9	12	20	9	18	26	73	51	44	9	20	10
Hispanic	51	722	32673	100	98	99	504	502	487	12	11	18	22	20	25	55	53	46	12	15	10
Asian/Pacific Islander	NC	172	2147	NC	100	99	NC	553	539	NC	2	5	NC	3	10	NC	45	46	NC	49	40
American Indian/Alaskan Native	NC	29	4034	NC	91	97	NC	503	479	NC	10	22	NC	24	29	NC	45	43	NC	21	7
White	63	1400	36234	100	97	99	530	537	523	3	3	6	11	6	13	49	53	52	37	38	28
Students with Disabilities	18	352	10286	100	88	91	478	476	462	28	27	41	33	28	27	28	38	27	11	8	5
Students without Disabilities	116	2140	69020	100	99	100	521	533	510	4	3	9	12	8	18	59	54	52	24	34	21
Limited English Proficient Students	15	179	10291	83	97	96	470	467	458	20	28	38	47	34	34	33	36	26	NA	2	2
Migrant Students	NC	12	630	NC	100	95	NC	509	478	NC	8	24	NC	17	27	NC	75	43	NC	NA	6
Economically Disadvantaged	56	673	37437	100	97	97	498	499	486	11	12	19	21	22	26	55	53	46	13	13	9
Non-Economically Disadvantaged	78	1819	41869	100	98	100	529	536	521	5	4	7	10	7	14	55	52	51	29	37	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	133	2499	79000	99	98	98	495	504	489	10	6	10	20	16	24	60	65	58	11	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1252	38774	100	98	99	499	510	494	9	4	7	19	13	22	61	68	61	12	15	10
Male	64	1244	40150	98	98	98	491	498	485	11	7	12	20	19	25	59	62	55	9	12	8
African American	11	170	4153	100	99	98	495	495	476	9	6	13	NA	19	30	91	67	53	NA	8	4
Hispanic	51	719	32508	100	98	98	482	481	472	14	10	15	29	29	33	51	55	49	6	6	3
Asian/Pacific Islander	NC	172	2142	NC	100	99	NC	517	510	NC	3	4	NC	9	14	NC	72	67	NC	16	16
American Indian/Alaskan Native	NC	30	4016	NC	94	96	NC	489	467	NC	10	14	NC	30	37	NC	53	46	NC	7	2
White	62	1407	36135	98	98	98	509	516	508	6	3	4	13	10	14	63	69	67	18	17	15
Students with Disabilities	17	358	9991	94	90	88	443	458	449	41	23	33	41	40	36	12	34	29	6	3	2
Students without Disabilities	116	2141	69009	100	99	100	502	511	495	5	3	6	16	13	22	67	70	62	11	15	10
Limited English Proficient Students	15	175	10199	83	95	95	444	441	439	20	31	35	60	46	47	20	23	18	NA	1	0
Migrant Students	NC	12	629	NC	100	95	NC	477	457	NC	NA	22	NC	25	41	NC	75	37	NC	NA	1
Economically Disadvantaged	56	672	37234	100	97	97	480	479	472	14	11	15	23	30	33	55	53	50	7	6	3
Non-Economically Disadvantaged	77	1827	41766	99	98	99	507	513	505	6	3	5	17	11	16	64	69	65	13	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	134	2528	79611	100	99	99	499	514	496	7	4	7	23	24	37	69	71	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	1263	39016	100	99	99	506	526	511	10	3	4	14	17	29	76	79	66	NA	1	1
Male	64	1262	40519	98	99	98	492	503	482	5	5	10	33	31	44	63	63	46	NA	0	0
African American	11	171	4188	100	99	98	489	514	486	9	4	9	27	20	40	64	76	50	NA	NA	0
Hispanic	51	726	32855	100	99	99	485	491	481	12	7	10	24	37	43	65	55	47	NA	1	0
Asian/Pacific Islander	NC	172	2149	NC	100	100	NC	526	519	NC	5	4	NC	15	24	NC	78	70	NC	2	2
American Indian/Alaskan Native	NC	32	3992	NC	100	96	NC	495	478	NC	6	10	NC	44	46	NC	50	44	NC	NA	0
White	63	1426	36380	100	99	99	512	525	511	5	2	4	21	19	30	75	78	65	NA	1	1
Students with Disabilities	18	387	10664	100	97	94	428	461	440	22	14	23	56	53	54	22	32	22	NA	1	1
Students without Disabilities	116	2141	68947	100	99	100	509	523	504	5	2	4	18	19	34	77	78	61	NA	1	1
Limited English Proficient Students	15	175	10362	83	95	97	433	437	438	20	21	22	47	57	57	33	22	21	NA	1	NA
Migrant Students	NC	12	636	NC	100	96	NC	487	467	NC	NA	14	NC	58	47	NC	42	38	NC	NA	0
Economically Disadvantaged	55	679	37626	98	98	98	481	489	479	11	8	10	33	39	45	56	53	45	NA	1	0
Non-Economically Disadvantaged	79	1849	41985	100	100	100	512	523	511	5	3	4	16	19	30	78	78	65	NA	1	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	125	2387	79327	99	98	98	528	543	518	14	11	19	19	12	20	50	49	46	17	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	1181	38961	100	98	98	529	545	520	15	9	16	16	12	20	49	50	48	21	29	16
Male	57	1202	40295	98	97	97	527	541	516	12	12	21	23	12	19	53	49	44	12	27	16
African American	12	162	4247	100	98	98	498	520	499	17	13	27	42	22	24	42	52	41	NA	13	8
Hispanic	49	687	32327	100	98	98	513	510	499	18	22	27	27	21	25	47	45	41	8	12	8
Asian/Pacific Islander	10	160	1939	100	99	99	NA	578	556	NA	1	6	NA	4	10	NA	46	47	NA	49	36
American Indian/Alaskan Native	NC	27	4391	NC	96	96	NC	521	489	NC	19	32	NC	22	27	NC	33	36	NC	26	4
White	51	1351	36373	98	97	98	547	558	538	8	5	10	8	7	14	59	52	52	25	36	25
Students with Disabilities	23	316	9321	100	88	87	489	490	467	35	35	54	30	23	22	26	35	21	9	7	3
Students without Disabilities	102	2071	70006	99	99	100	536	550	524	9	7	14	17	11	19	56	51	49	19	31	18
Limited English Proficient Students	11	185	9431	92	97	95	487	471	466	27	52	53	45	25	27	27	19	18	NA	3	1
Migrant Students	NC	10	635	NC	100	94	NC	NA	488	NC	NA	31	NC	NA	29	NC	NA	36	NC	NA	4
Economically Disadvantaged	44	637	37097	100	97	97	506	504	498	25	26	27	25	22	25	45	43	41	5	10	7
Non-Economically Disadvantaged	81	1750	42230	99	98	99	541	556	535	7	5	11	16	9	15	53	52	50	23	35	24

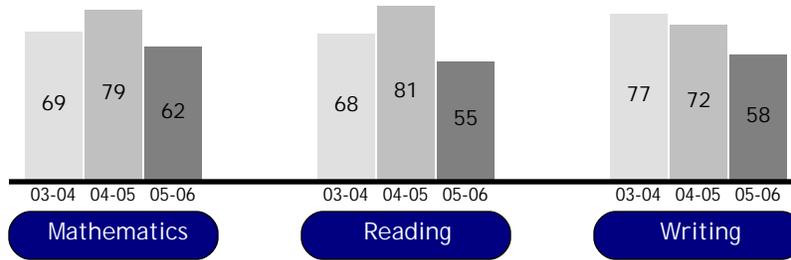
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	2389	79501	99	98	98	504	513	497	8	6	10	19	17	25	64	70	60	9	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	1180	39062	100	98	99	508	518	502	9	5	8	15	14	23	68	74	64	9	8	5
Male	57	1205	40368	98	97	98	500	508	491	7	7	13	25	21	27	60	65	57	9	7	3
African American	12	162	4279	100	98	99	469	494	485	17	9	14	50	28	30	25	60	54	8	2	2
Hispanic	49	684	32389	100	98	98	496	487	478	12	14	16	24	30	34	55	53	48	8	3	1
Asian/Pacific Islander	10	160	1936	100	99	99	NA	531	519	NA	1	3	NA	9	14	NA	76	73	NA	14	9
American Indian/Alaskan Native	NC	27	4401	NC	96	96	NC	497	473	NC	11	17	NC	26	40	NC	56	43	NC	7	1
White	51	1356	36446	98	98	99	516	526	516	4	2	4	8	10	15	80	78	73	8	9	7
Students with Disabilities	23	318	9411	100	88	88	464	469	453	35	24	36	35	38	36	26	35	26	4	3	1
Students without Disabilities	102	2071	70090	99	99	100	513	519	502	2	3	7	16	14	24	73	75	65	10	8	5
Limited English Proficient Students	11	182	9401	92	95	94	460	443	443	27	43	40	36	43	46	36	14	14	NA	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	44	634	37183	100	96	97	481	481	479	20	17	16	25	32	34	52	49	49	2	2	1
Non-Economically Disadvantaged	81	1755	42318	99	98	99	517	524	513	1	2	5	16	12	17	70	77	70	12	9	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	124	2426	80000	98	99	99	579	582	564	2	2	3	4	5	11	76	75	75	18	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	1192	39288	100	99	99	591	595	579	3	1	2	3	3	6	68	70	77	26	26	16
Male	56	1230	40644	97	99	98	565	569	549	2	3	4	5	7	15	86	80	74	7	10	7
African American	12	164	4307	100	99	99	573	577	551	NA	1	4	8	7	13	92	79	75	NA	14	7
Hispanic	49	694	32672	100	99	99	563	557	548	4	4	4	6	11	14	80	76	76	10	9	6
Asian/Pacific Islander	NC	160	1945	NC	99	99	NC	605	592	NC	1	1	NC	1	4	NC	67	69	NC	31	25
American Indian/Alaskan Native	NC	27	4424	NC	96	97	NC	575	549	NC	NA	3	NC	11	14	NC	67	77	NC	22	5
White	51	1381	36602	98	100	99	589	593	579	2	1	2	2	2	7	71	75	75	25	21	16
Students with Disabilities	21	346	9919	91	96	93	517	533	505	10	5	9	14	20	35	76	71	54	NA	4	2
Students without Disabilities	103	2080	70081	100	100	100	591	590	571	1	1	2	2	3	7	76	76	79	21	20	12
Limited English Proficient Students	11	189	9571	92	99	96	551	501	502	NA	10	10	9	30	29	91	60	60	NA	NA	1
Migrant Students	NC	10	654	NC	100	97	NC	NA	534	NC	NA	7	NC	NA	16	NC	NA	74	NC	NA	3
Economically Disadvantaged	44	644	37534	100	98	98	569	552	547	2	4	4	7	13	15	84	77	76	7	7	5
Non-Economically Disadvantaged	80	1782	42466	98	100	100	585	593	578	3	1	2	3	3	7	71	74	75	24	22	16

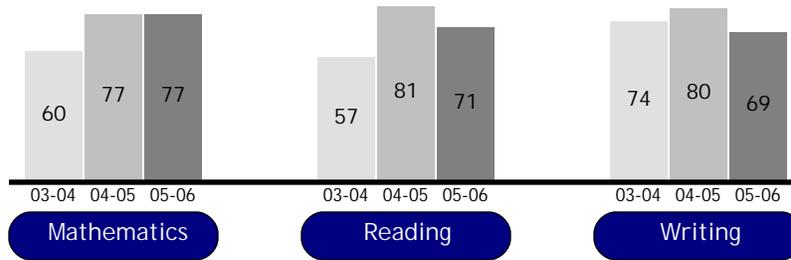
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	56	NA	58	97	39	53	47	88	50	56	46
	Language	100	48	58	50	97	43	52	47	88	54	59	48
	Mathematics	100	66	71	64	97	47	58	50	88	52	65	52
3	Reading	96	47	NA	55	98	49	54	44	96	37	58	46
	Language	96	54	66	61	98	43	52	44	96	37	56	46
	Mathematics	96	52	66	61	98	52	61	51	96	41	63	52
4	Reading	100	67	NA	56	95	49	56	48	100	44	61	52
	Language	100	58	59	52	95	51	56	49	100	46	63	52
	Mathematics	100	70	68	61	95	58	62	53	100	59	72	58
5	Reading	100	60	NA	55	98	57	57	50	99	58	65	56
	Language	100	54	56	49	98	56	58	50	99	54	63	54
	Mathematics	100	74	69	63	98	55	58	49	99	56	65	52
6	Reading	99	55	NA	56	98	54	60	51	98	59	67	56
	Language	99	47	57	48	98	51	55	47	97	56	59	50
	Mathematics	99	70	74	66	98	59	63	52	98	63	72	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."

School Site Council

Council Composition

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

Council Duties

- Ü Extracurricular Activities
- Ü School Safety
- Ü Curriculum Development
- Ü Textbook Selection
- Ü Budget
- Ü Instructional Strategies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	53.00
Other Professional Staff	3.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	2	3	0	0
7 to 9 years	3	10	0	0
10 or more years	5	23	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	96
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 Two Computer Labs
- Ü Full Media Center

Extracurricular Activities

- Ü Tennis/Golf/Running/Basketball
- Ü Student Council
- Ü Chorus/Acting Class
- Ü After school tutoring
- Ü Homework club

Social Services

- Ü Day Care with Medallion School Partners
- Ü Clothing/Food Banks
- Ü Recreational Activities
- Ü Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Communicative Arts: 2004-05 AIMS improvement goal achieved as well as PFP goal.

ü Math: 2004-05 AIMS improvement goal achieved as well as PFP goal.

ü Art Grant: Goal of second year funding achieved

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	86	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

We provide school safety personnel; staff IDs; secure access to facility; character building activities; well-managed classrooms and a schoolwide management and crisis plan which includes monthly drills for fire and twice yearly school safety drills.

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) :

2

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	James Estes	(480) 883-4000
Transportation Policy	James Estes	(480) 883-4000
Community Resources	Terry Locke	(480) 812-7000
School Nutrition Programs	Kathy Brown	(480) 812-7000
Parent Organization	James Estes	(480) 883-4000
Student Health/Nurse	Julie Howard	(480) 883-4000

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 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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