

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2150 N Rancho Santa Fe, Avondale, AZ 85323

Litchfield Elementary District

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

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Highly Performing  
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 : Mrs. Randy Dallas  
Schedule : 07:30 AM to 04:00 PM  
Grades : Pre-K-5  
Web Address : www.lesd.k12.az.us  
Phone Number : (623) 535-6500  
Fax Number : (623) 535-3072  
E-mail : dallas@lesd.k12.az.us

### Mission

Our goal is to prepare students to participate in a culturally diverse society, to be lifelong learners, do their very best at all times, and to function as effective and informed citizens who are prepared for a productive work life.

### 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 All students will be involved in hands-on math and science. Arizona State Standards and the District math benchmarks are the basis of all grade level planning.
- ü All students will participate in technology/computer training. Students will choose from a variety of projects utilizing technology to demonstrate their understanding of concepts in core subjects as well extending learnings, i.e. blogging.
- ü Provide reading support to students performing below grade level through our PIR Reading program.
- ü Provide rich experiences in art history and techniques for students through our parent run Art Appreciation Program.

### Enrollment

October 1, 2005 School Year Student Enrollment : 711  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 74

Instructional Programs

- ü Gifted
- ü Full-day Kindergarten
- ü ELL
- ü Accelerated Reader Program
- ü Transitional Kindergarten
- ü Full Inclusion Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Our Handbook is sent home at the beginning of every school year. A school newsletter is published on a monthly basis. Report cards and progress reports are issued quarterly. Parent/Teacher conferences are scheduled on a regular basis.

In addition, web sites and classroom newsletters keep parents informed of school events and the latest research on important educational issues. Parents are solicited as critical partners in providing quality instruction and meeting student needs.

Parents

To ensure that the student arrives on time at school prepared for optimal learning. It is important that parents have their child appropriately immunized, nourished and clothed. Children need to be present on a regular basis. Ongoing support of our discipline and character education program is also expected. Parents are expected to stay informed of school expectations and participate as much as their schedules allow.

Transportation Policy

As a neighborhood school, the majority of Rancho Santa Fe students walk to school. Students are to cross the street with care and follow the instructions of the crossing guards. Bikes are to be walked across intersections and on school grounds.

School Honors

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

Award/Honor	Year
ü Arizona School Board Golden Bell - Multiage Program	2002
ü Litchfield District Employee Pride Award	2003
ü National Distinguished Principal	2003
ü Westside Impact Teacher of the Year	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	105	903	80010	100	100	99	448	456	447	4	6	10	18	12	18	61	61	53	17	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	458	38935	100	100	99	445	457	447	5	4	9	18	11	19	60	63	55	16	21	17
Male	50	445	40974	100	100	98	452	455	448	2	8	11	18	13	18	62	58	52	18	21	19
African American	18	92	4201	100	100	99	449	440	430	NA	12	17	17	15	23	61	61	51	22	12	9
Hispanic	33	264	34545	100	100	99	428	441	432	9	8	14	27	17	24	61	64	53	3	10	9
Asian/Pacific Islander	NC	45	2068	NC	100	99	NC	461	474	NC	2	4	NC	16	10	NC	60	50	NC	22	36
American Indian/Alaskan Native	NC	11	3979	NC	100	96	NC	446	424	NC	9	17	NC	9	30	NC	64	47	NC	18	6
White	49	491	35142	100	99	99	465	467	465	2	4	5	12	8	11	59	59	56	27	29	28
Students with Disabilities	11	117	10161	100	100	93	404	426	419	27	29	28	27	19	28	45	39	36	NA	13	8
Students without Disabilities	94	786	69849	100	100	100	453	461	451	1	3	7	17	11	17	63	64	56	19	22	19
Limited English Proficient Students	NC	72	14013	NC	100	97	NC	415	413	NC	18	24	NC	36	34	NC	46	39	NC	NA	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	28	239	39029	100	100	98	428	438	432	11	13	14	25	19	25	54	57	52	11	11	9
Non-Economically Disadvantaged	77	664	40981	100	100	100	456	463	462	1	4	6	16	10	13	64	62	54	19	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	105	905	79438	100	100	98	458	461	451	5	8	9	21	17	24	67	62	56	8	13	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	460	38775	100	100	99	460	470	457	5	5	7	16	14	22	73	65	58	5	17	13
Male	50	445	40560	100	100	97	456	451	446	4	11	12	26	20	25	60	60	54	10	10	9
African American	18	92	4178	100	100	98	453	446	439	11	13	13	17	21	29	56	57	52	17	10	6
Hispanic	33	264	34297	100	100	99	444	446	434	6	12	14	30	22	31	58	59	50	6	7	5
Asian/Pacific Islander	NC	45	2063	NC	100	99	NC	461	475	NC	7	3	NC	16	15	NC	69	63	NC	9	20
American Indian/Alaskan Native	NC	11	3940	NC	100	95	NC	448	429	NC	NA	14	NC	36	36	NC	64	47	NC	NA	3
White	49	493	34887	100	100	98	471	472	471	2	5	4	16	13	15	76	64	63	6	18	18
Students with Disabilities	11	118	9588	100	100	88	403	417	416	36	36	30	27	25	32	36	35	34	NA	5	5
Students without Disabilities	94	787	69850	100	100	100	464	467	456	1	4	7	20	15	23	70	66	59	9	15	12
Limited English Proficient Students	NC	72	13856	NC	100	96	NC	403	407	NC	33	27	NC	38	43	NC	28	29	NC	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	28	239	38685	100	100	97	441	437	435	14	16	14	18	23	32	61	54	50	7	6	5
Non-Economically Disadvantaged	77	666	40753	100	100	99	465	470	467	1	5	5	22	14	16	69	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	105	901	79971	100	100	99	428	436	423	2	6	8	50	36	41	43	50	49	5	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	458	38974	100	100	99	442	458	437	NA	2	5	42	27	33	53	59	57	5	13	4
Male	50	443	40895	100	100	98	413	413	410	4	12	10	60	45	47	32	41	41	4	2	2
African American	18	92	4203	100	100	99	434	423	411	NA	4	11	50	47	45	44	43	43	6	5	2
Hispanic	33	261	34481	100	100	99	407	426	410	3	9	10	67	41	46	30	43	43	NA	7	1
Asian/Pacific Islander	NC	45	2067	NC	100	99	NC	435	449	NC	9	4	NC	24	28	NC	58	60	NC	9	8
American Indian/Alaskan Native	NC	11	3995	NC	100	96	NC	433	409	NC	NA	10	NC	36	47	NC	64	42	NC	NA	1
White	49	492	35150	100	100	99	442	443	437	2	5	5	39	32	35	51	54	56	8	8	5
Students with Disabilities	11	117	10258	100	100	94	394	380	377	9	27	23	64	40	51	18	31	25	9	2	1
Students without Disabilities	94	784	69713	100	100	100	432	443	429	1	3	5	49	35	39	46	53	52	4	9	3
Limited English Proficient Students	NC	71	13985	NC	99	97	NC	381	382	NC	23	18	NC	48	54	NC	30	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	28	237	38994	100	99	98	426	420	409	NA	10	10	57	45	47	39	40	41	4	5	1
Non-Economically Disadvantaged	77	664	40977	100	100	100	429	441	437	3	5	5	48	33	34	44	53	56	5	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	109	901	80147	100	100	99	497	495	482	2	7	11	11	12	17	60	49	49	28	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	465	39281	100	100	99	498	497	483	4	6	9	4	10	17	65	52	50	27	32	24
Male	56	434	40780	98	100	98	497	494	482	NA	7	12	18	14	17	54	46	48	29	32	24
African American	10	72	4249	100	100	99	NA	476	464	NA	15	17	NA	13	22	NA	50	48	NA	22	13
Hispanic	41	276	33494	100	100	99	482	479	466	5	9	15	15	21	23	66	50	49	15	21	14
Asian/Pacific Islander	NC	45	2103	NC	100	99	NC	527	515	NC	2	4	NC	2	8	NC	42	44	NC	53	45
American Indian/Alaskan Native	NC	11	4117	NC	92	96	NC	494	456	NC	18	19	NC	NA	27	NC	73	46	NC	9	8
White	56	495	36122	100	100	99	507	504	501	NA	4	5	9	8	10	54	49	50	38	38	35
Students with Disabilities	15	108	10295	100	99	92	458	442	443	7	32	33	40	28	26	40	31	33	13	9	8
Students without Disabilities	94	793	69852	100	100	100	503	502	488	1	3	7	6	10	16	63	52	51	30	35	26
Limited English Proficient Students	NC	73	12722	NC	100	97	NC	450	441	NC	15	27	NC	27	33	NC	52	37	NC	5	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	23	236	38371	100	99	97	473	472	465	4	10	15	22	23	23	70	52	49	4	16	13
Non-Economically Disadvantaged	86	665	41776	100	100	100	503	504	498	1	6	6	8	8	11	57	49	49	34	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	109	901	79686	100	100	98	478	481	470	6	8	11	20	18	24	67	63	57	6	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	465	39163	100	100	99	485	487	475	8	5	9	12	14	22	75	68	60	6	12	10
Male	56	434	40438	98	100	97	471	474	465	5	11	13	29	22	25	59	58	54	7	9	7
African American	10	71	4228	100	99	98	NA	470	458	NA	17	15	NA	17	28	NA	59	53	NA	7	4
Hispanic	41	276	33299	100	100	98	460	461	452	10	14	17	32	24	32	59	57	47	NA	5	3
Asian/Pacific Islander	NC	45	2097	NC	100	99	NC	504	490	NC	2	5	NC	9	13	NC	69	68	NC	20	14
American Indian/Alaskan Native	NC	12	4087	NC	100	96	NC	478	446	NC	8	16	NC	17	38	NC	67	44	NC	8	2
White	56	495	35914	100	100	98	489	491	489	4	4	5	13	16	15	71	67	67	13	14	14
Students with Disabilities	15	107	9808	100	98	87	428	426	432	27	38	35	40	36	32	27	23	30	7	3	3
Students without Disabilities	94	794	69878	100	100	100	485	488	475	3	4	8	17	15	23	73	69	61	6	12	9
Limited English Proficient Students	NC	73	12594	NC	100	96	NC	428	422	NC	30	34	NC	41	45	NC	29	21	NC	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	23	236	38095	100	99	97	455	457	452	17	16	17	30	27	32	48	53	48	4	4	3
Non-Economically Disadvantaged	86	665	41591	100	100	99	484	489	486	3	5	6	17	15	16	72	67	65	7	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	109	901	80372	100	100	99	476	491	475	3	2	4	26	22	30	71	71	64	1	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	466	39452	100	100	99	488	504	488	2	1	3	13	15	22	83	78	72	2	6	3
Male	56	433	40836	98	100	98	466	476	464	4	4	6	36	30	37	61	64	56	NA	2	1
African American	10	71	4264	100	99	99	NA	476	465	NA	4	5	NA	28	35	NA	68	59	NA	NA	1
Hispanic	41	277	33608	100	100	99	467	477	462	2	4	6	37	30	36	59	63	57	2	3	1
Asian/Pacific Islander	NC	45	2098	NC	100	99	NC	510	500	NC	NA	2	NC	7	16	NC	84	75	NC	9	7
American Indian/Alaskan Native	NC	12	4128	NC	100	97	NC	498	464	NC	NA	4	NC	25	39	NC	75	56	NC	NA	1
White	56	494	36213	100	100	99	484	498	489	2	2	2	20	18	22	79	75	72	NA	5	3
Students with Disabilities	15	107	10526	100	98	94	448	435	427	7	10	15	60	61	53	33	29	31	NA	NA	1
Students without Disabilities	94	794	69846	100	100	100	481	498	482	2	1	3	20	17	26	77	77	69	1	5	2
Limited English Proficient Students	NC	73	12747	NC	100	97	NC	438	432	NC	11	12	NC	49	52	NC	38	36	NC	1	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	23	237	38521	100	100	98	448	471	461	9	5	6	30	32	38	61	60	55	NA	2	1
Non-Economically Disadvantaged	86	664	41851	100	100	100	484	498	489	1	2	3	24	18	22	73	75	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	97	861	79306	100	100	99	509	522	504	7	9	13	15	12	20	61	52	49	16	28	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	415	38845	100	100	99	501	520	505	14	8	11	14	13	20	59	53	50	14	26	18
Male	46	445	40383	100	100	98	517	523	504	NA	9	14	17	11	19	63	50	47	20	29	19
African American	NC	63	4171	NC	100	98	NC	500	485	NC	19	20	NC	14	26	NC	52	44	NC	14	10
Hispanic	33	273	32673	100	100	99	501	507	487	9	12	18	21	18	25	52	51	46	18	19	10
Asian/Pacific Islander	NC	41	2147	NC	100	99	NC	540	539	NC	NA	5	NC	12	10	NC	39	46	NC	49	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	52	478	36234	100	99	99	519	532	523	2	6	6	13	9	13	65	53	52	19	33	28
Students with Disabilities	10	75	10286	100	100	91	NA	465	462	NA	43	41	NA	25	27	NA	25	27	NA	7	5
Students without Disabilities	87	786	69020	100	100	100	516	526	510	1	5	9	14	11	18	67	54	52	18	30	21
Limited English Proficient Students	NC	43	10291	NC	100	96	NC	463	458	NC	42	38	NC	19	34	NC	37	26	NC	2	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	27	236	37437	100	98	97	492	498	486	15	17	19	19	17	26	48	51	46	19	15	9
Non-Economically Disadvantaged	70	625	41869	100	100	100	515	531	521	4	5	7	14	10	14	66	52	51	16	32	27

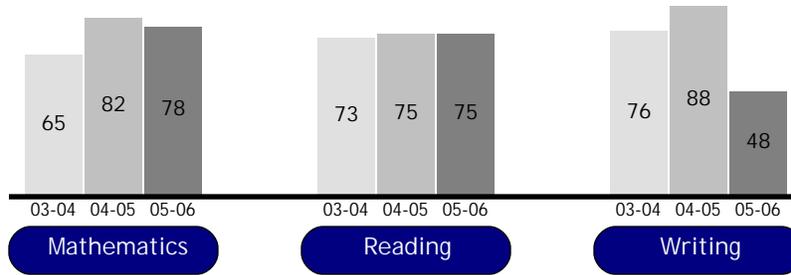
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	861	79000	100	100	98	495	502	489	5	5	10	21	18	24	65	64	58	9	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	414	38774	100	100	99	490	507	494	6	4	7	24	15	22	63	67	61	8	14	10
Male	46	446	40150	100	100	98	500	498	485	4	7	12	17	20	25	67	62	55	11	11	8
African American	NC	63	4153	NC	100	98	NC	492	476	NC	10	13	NC	22	30	NC	62	53	NC	6	4
Hispanic	33	273	32508	100	100	98	483	487	472	6	8	15	30	27	33	55	56	49	9	8	3
Asian/Pacific Islander	NC	41	2142	NC	100	99	NC	512	510	NC	NA	4	NC	2	14	NC	88	67	NC	10	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	52	478	36135	100	99	98	506	513	508	2	3	4	13	13	14	75	68	67	10	16	15
Students with Disabilities	10	74	9991	100	99	88	NA	450	449	NA	28	33	NA	41	36	NA	28	29	NA	3	2
Students without Disabilities	87	787	69009	100	100	100	502	507	495	2	3	6	16	16	22	71	68	62	10	13	10
Limited English Proficient Students	NC	43	10199	NC	100	95	NC	440	439	NC	28	35	NC	58	47	NC	14	18	NC	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	27	237	37234	100	98	97	474	481	472	11	12	15	33	29	33	48	52	50	7	7	3
Non-Economically Disadvantaged	70	624	41766	100	100	99	503	510	505	3	3	5	16	14	16	71	69	65	10	15	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	863	79611	100	100	99	500	520	496	9	4	7	31	27	37	59	68	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	416	39016	100	100	99	513	534	511	8	3	4	27	18	29	63	79	66	2	1	1
Male	46	446	40519	100	100	98	486	506	482	11	5	10	35	36	44	54	59	46	NA	0	0
African American	NC	63	4188	NC	100	98	NC	506	486	NC	11	9	NC	24	40	NC	65	50	NC	NA	0
Hispanic	33	275	32855	100	100	99	497	507	481	9	5	10	36	34	43	55	61	47	NA	NA	0
Asian/Pacific Islander	NC	41	2149	NC	100	100	NC	551	519	NC	NA	4	NC	7	24	NC	90	70	NC	2	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	52	478	36380	100	99	99	510	527	511	6	3	4	31	25	30	62	72	65	2	1	1
Students with Disabilities	10	76	10664	100	100	94	NA	456	440	NA	20	23	NA	51	54	NA	29	22	NA	NA	1
Students without Disabilities	87	787	68947	100	100	100	507	525	504	6	2	4	29	25	34	64	72	61	1	1	1
Limited English Proficient Students	NC	43	10362	NC	100	97	NC	446	438	NC	16	22	NC	63	57	NC	21	21	NC	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	27	238	37626	100	99	98	480	493	479	15	8	10	37	40	45	48	51	45	NA	NA	0
Non-Economically Disadvantaged	70	625	41985	100	100	100	508	530	511	7	2	4	29	22	30	63	75	65	1	1	1

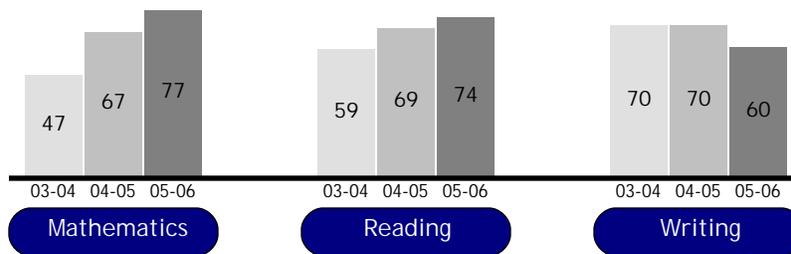
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	67	NA	58	99	49	53	47	100	46	54	46
	Language	97	53	56	50	99	51	52	47	100	46	58	48
	Mathematics	98	68	66	64	99	52	57	50	100	59	63	52
3	Reading	99	57	NA	55	99	51	52	44	98	48	52	46
	Language	100	54	66	61	99	49	49	44	98	48	54	46
	Mathematics	100	53	64	61	99	54	54	51	98	50	58	52
4	Reading	98	58	NA	56	100	57	58	48	99	58	59	52
	Language	99	55	56	52	100	56	57	49	99	56	61	52
	Mathematics	99	57	63	61	100	64	63	53	99	70	68	58
5	Reading	99	60	NA	55	100	52	56	50	100	56	65	56
	Language	100	57	58	49	100	51	57	50	100	56	67	54
	Mathematics	99	71	71	63	100	51	56	49	100	58	63	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Budget
- Ü Curriculum Development
- Ü School Safety Issues
- Ü School/Business/Community Relations
- Ü Parent Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	4.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
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 Multimedia Computer Lab
- Ü Media Center
- Ü Gymnasium

Extracurricular Activities

- Ü Choirs (2)
- Ü Student Council
- Ü Student Newspaper

Social Services

- Ü Day Care
- Ü Recreational Activities
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Teachers applied for grants to support the initiation of programs for students that were not covered by the school budget. Several grant applications were funded.
  
- ü To support the team concept, the staff development program has been expanded to ensure that all staff members are prepared to meet identified student needs.
  
- ü A teacher achieved National Board Certification.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	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 continue to maintain policies and procedures that promote a safe and orderly climate for learning. All visitors are expected to sign in at the office. All employees wear photo identification badges. A Crisis Management Plan is in place. Volunteers are trained and receive badges. Exterior doors are kept locked during school hours. Two adults with walkie talkies are always on duty. We employ a full time nurse.

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) :

1

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	Lesia Schurr	(623) 535-6500
Transportation Policy	David Gourlay	(623) 935-0018
Community Resources	Sarah Pearson	(623) 535-6043
School Nutrition Programs	David Schwake	(623) 535-6100
Parent Organization	Dana Rainey	(623) 535-0984
Student Health/Nurse	Shareece Castro	(623) 535-6500

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](http://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](http://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](http://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.