

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9450 W. Encanto, Phoenix, AZ 85037

Tolleson Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	New School

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Kathleen Elizabeth Simmons
 Schedule : 07:15 AM to 03:30 PM
 Grades : K-8
 2005 Enrollment : 1000
 Web Address : www.tesd.k12.az.us
 Phone Number : (623) 907-5270
 Fax Number : (623) 907-5271
 E-mail : ksimmons@tesd.k12.az.us

Mission

The mission of Sheely Farms Elementary School is to empower students to become great readers, writers, critical thinkers, and problem solvers in order to ensure success both in school and throughout the future.

School / Academic Goals

- ü Increased student achievement for all students.
- ü Develop and instill a lifelong enjoyment for reading.
- ü Develop mathematical abilities to allow all students to become proficient critical thinkers in order to solve problems encountered in school as well as throughout the future.
- ü Establish a network of support that encourages a respect for diversity.

Enrollment

October 1, 2004 School Year Student Enrollment : 1149
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 20

Instructional Programs

- ü Arizona Reads/Reading Coach
- ü Positive Behavior Support Program
- ü Reading Intervention K-3
- ü Olweus Bullying Prevention Program
- ü Character Education
- ü Electives program for grades 7 and 8

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Sheely Farms Elementary School has the responsibility to openly communicate with the parents of our students regarding academic, behavioral, and social progress of the students on a regular and timely basis.

Parents

The responsibilities of the parents of students at Sheely Farms Elementary School include a partnership with the school to provide the best learning experience possible. This includes meeting regularly with their children's teacher.

Transportation Policy

Sheely Farms Elementary School is dedicated to student safety. Therefore, the school provides transportation opportunities to students who must cross 91st Ave. and live in the identified area for bus routes.

School Honors

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

Award/Honor	Year
ü Walmart Teacher of the Year Recipient	2004
ü PTSA Largest New Unit in Southwest Maricopa	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	138	287	79306	99	100	99	436	425	445	11	16	10	25	27	18	51	49	51	13	7	20
All Students (Prior Year)	108	234	75509	100	100	100	509	497	521	8	18	13	37	34	23	39	32	33	15	16	31
Female	74	139	38691	100	100	99	443	427	446	8	12	10	23	28	18	52	50	52	17	10	20
Male	64	148	40583	97	100	99	428	422	445	15	21	11	26	27	18	50	48	50	9	4	21
African American	23	31	4041	96	100	99	440	435	426	19	21	17	19	21	23	38	37	50	25	21	10
Hispanic	94	226	32869	99	100	99	431	421	429	9	16	15	31	31	25	51	49	51	8	4	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	16	24	36197	100	100	99	446	437	463	15	15	5	0	10	11	69	65	53	15	10	31
Students with Disabilities	11	30	10321	85	97	100	386	361	389	67	71	30	22	17	27	11	13	34	0	0	9
Students without Disabilities	127	257	69060	100	100	98	441	432	454	6	10	7	25	29	17	55	53	54	14	8	22
Limited English Proficient Students	50	85	15509	93	97	100	424	413	406	10	16	20	39	38	30	45	43	45	6	3	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	63	163	39415	80	85	96	433	421	431	13	19	15	31	30	25	42	44	50	15	6	10
Non-Economically Disadvantaged	75	124	39966	100	100	100	441	433	459	9	9	6	16	21	12	64	61	52	11	9	30

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	138	288	79395	99	0	99	431	423	446	14	18	9	34	34	25	48	46	55	4	2	11
All Students (Prior Year)	108	233	75492	100	100	100	506	501	519	20	25	12	27	26	16	41	38	47	12	11	24
Female	74	139	38743	100	0	100	443	431	451	8	9	7	27	34	24	60	54	57	5	3	12
Male	64	149	40618	97	0	99	416	415	440	22	27	11	43	34	27	33	38	53	2	1	9
African American	23	31	4052	96	0	100	439	432	434	19	21	11	31	32	29	50	47	54	0	0	6
Hispanic	94	227	32915	99	0	99	425	420	426	14	18	15	39	36	35	45	45	47	3	1	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	16	24	36221	100	0	99	441	435	465	15	15	4	15	20	15	62	60	63	8	5	17
Students with Disabilities	11	31	10331	85	0	100	376	362	388	67	60	25	33	32	37	0	8	34	0	0	4
Students without Disabilities	127	257	69139	100	0	99	436	431	454	9	13	7	34	34	24	53	51	58	4	2	11
Limited English Proficient Students	50	85	15545	93	0	100	413	407	399	16	23	21	49	43	42	35	34	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	63	164	39484	80	0	96	423	419	429	16	21	14	39	34	35	44	44	47	2	1	4
Non-Economically Disadvantaged	75	124	39986	100	0	100	442	433	461	11	10	4	27	34	16	55	51	63	7	4	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	138	288	78869	99	100	99	420	421	442	11	11	6	29	30	21	55	55	63	5	5	10
All Students (Prior Year)	107	229	75053	100	100	99	525	521	597	21	22	7	22	18	12	53	56	72	3	4	9
Female	74	139	38536	100	100	99	452	438	458	3	8	4	24	21	15	66	64	67	7	7	14
Male	64	149	40302	97	100	99	379	402	428	22	14	8	35	39	26	41	45	60	2	3	7
African American	22	30	4015	92	100	99	432	428	430	7	6	8	27	33	24	60	56	61	7	6	7
Hispanic	95	228	32606	100	100	98	414	419	426	12	11	8	30	29	27	55	56	60	3	4	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	16	24	36078	100	100	99	419	410	459	15	15	4	31	40	16	54	45	66	0	0	14
Students with Disabilities	11	31	10246	85	100	100	306	313	367	44	36	18	56	64	39	0	0	40	0	0	4
Students without Disabilities	127	257	68697	100	100	98	431	434	454	8	7	4	26	25	18	60	62	67	5	5	11
Limited English Proficient Students	51	84	15339	94	95	100	406	406	399	10	10	11	39	36	31	51	51	54	0	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	62	162	39106	78	84	95	412	418	427	13	12	8	31	31	28	52	53	59	3	4	5
Non-Economically Disadvantaged	76	126	39837	100	100	100	431	427	457	9	7	4	25	26	14	59	60	67	7	6	15

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	129	274	78906	100	100	99	471	476	498	27	22	13	31	31	19	37	41	48	4	6	20
All Students (Prior Year)	108	221	76019	100	100	100	496	484	499	10	14	14	41	52	39	22	17	14	26	17	33
Female	62	127	38644	100	100	99	471	476	500	23	16	12	41	41	19	36	40	49	0	3	19
Male	66	146	40236	96	99	99	470	476	497	32	27	15	25	24	19	37	41	46	7	8	20
African American	20	23	4087	100	100	99	463	469	481	25	23	20	50	46	24	25	31	45	0	0	11
Hispanic	91	219	31938	100	100	99	466	476	481	32	22	19	32	31	25	33	40	46	4	6	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	15	28	36483	100	100	99	503	483	517	8	24	7	17	24	13	67	43	51	8	10	30
Students with Disabilities	14	27	10664	100	100	100	423	427	430	80	75	42	10	20	27	10	5	26	0	0	5
Students without Disabilities	115	247	68310	100	100	98	476	481	509	22	17	9	34	32	18	40	44	51	4	7	22
Limited English Proficient Students	17	59	12573	100	98	100	461	468	454	38	31	27	31	28	30	27	34	38	4	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	65	167	38679	87	85	96	463	474	483	33	24	20	32	30	25	32	40	45	3	6	10
Non-Economically Disadvantaged	64	107	40295	100	100	100	483	482	513	18	16	7	31	34	13	46	44	50	5	6	30

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	129	273	78908	100	0	99	457	464	484	21	15	10	37	39	23	41	45	58	1	1	9
All Students (Prior Year)	108	220	76020	100	100	100	501	498	503	25	27	25	28	31	23	37	36	40	10	7	12
Female	62	127	38648	100	0	99	462	467	489	16	12	8	36	37	22	45	51	61	2	1	10
Male	66	145	40233	96	0	99	453	461	479	25	17	12	39	41	25	37	41	55	0	1	8
African American	20	23	4092	100	0	99	456	460	473	33	31	12	17	15	28	50	54	54	0	0	5
Hispanic	91	218	31940	100	0	99	453	463	465	22	15	16	42	41	32	34	43	49	1	1	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	15	28	36502	100	0	99	483	473	502	0	5	4	25	43	14	75	52	67	0	0	15
Students with Disabilities	14	27	10665	100	0	100	425	433	423	50	40	30	40	45	36	10	15	31	0	0	2
Students without Disabilities	115	246	68312	100	0	98	461	467	493	17	12	7	37	39	21	45	48	62	1	1	10
Limited English Proficient Students	17	58	12556	100	0	100	445	456	436	23	17	24	58	52	40	15	29	35	4	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	65	166	38662	87	0	96	451	461	468	25	15	16	38	41	32	35	42	49	2	1	3
Non-Economically Disadvantaged	64	107	40315	100	0	100	468	469	498	13	13	5	36	34	15	51	53	66	0	0	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	129	272	78750	100	100	99	466	482	500	12	7	6	48	42	29	41	51	63	0	0	2
All Students (Prior Year)	108	220	75673	100	100	100	484	501	530	22	16	12	32	30	25	45	52	58	1	1	4
Female	61	126	38586	100	100	99	483	499	515	7	3	4	51	42	22	42	55	71	0	0	3
Male	67	145	40135	97	99	99	453	470	486	16	11	8	46	42	35	39	48	56	0	0	1
African American	21	24	4081	100	100	99	482	487	488	8	8	8	33	31	32	58	62	59	0	0	2
Hispanic	90	216	31841	100	100	99	460	480	483	12	7	8	55	44	36	33	48	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	15	28	36440	100	100	99	487	493	516	17	10	3	17	25	22	67	65	71	0	0	4
Students with Disabilities	14	27	10622	100	100	100	372	412	415	50	30	21	50	50	50	0	20	28	0	0	1
Students without Disabilities	115	245	68196	100	100	98	477	489	513	8	5	3	47	41	25	45	54	69	0	0	3
Limited English Proficient Students	17	59	12504	100	98	100	438	466	451	27	15	12	42	37	44	31	48	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	64	164	38558	85	84	96	462	479	485	13	8	8	45	40	37	42	52	54	0	0	1
Non-Economically Disadvantaged	65	108	40260	100	100	100	473	489	514	10	7	3	51	46	21	38	48	72	0	0	4

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

8th 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	140	257	78250	100	100	99	534	535	548	32	30	21	23	24	18	38	38	48	7	8	13
All Students (Prior Year)	85	182	75001	100	100	99	447	450	468	50	50	37	39	36	36	9	13	16	2	1	10
Female	71	134	38071	100	100	99	540	541	549	28	25	20	22	25	19	43	40	49	7	9	12
Male	68	122	40126	100	99	99	529	530	547	37	35	23	23	23	17	33	36	46	7	7	14
African American	18	21	4058	100	100	99	544	551	523	33	31	32	17	15	22	42	38	41	8	15	5
Hispanic	85	193	29129	99	99	99	521	529	527	38	32	32	29	28	23	28	34	40	4	6	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	25	31	38320	100	100	99	560	563	568	23	22	12	5	4	14	64	61	55	9	13	19
Students with Disabilities	NC	19	9329	NC	100	100	NC	466	454	NC	100	64	NC	0	18	NC	0	16	NC	0	2
Students without Disabilities	132	240	68996	99	100	99	536	540	561	30	25	16	24	26	18	39	40	52	7	9	14
Limited English Proficient Students	17	54	10133	100	100	100	515	527	488	41	33	45	30	31	25	27	28	28	3	8	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	68	158	33388	86	88	94	516	526	530	38	34	32	32	26	22	29	34	40	2	5	5
Non-Economically Disadvantaged	72	101	44937	100	100	100	556	555	561	25	23	13	12	19	15	49	44	54	14	14	18

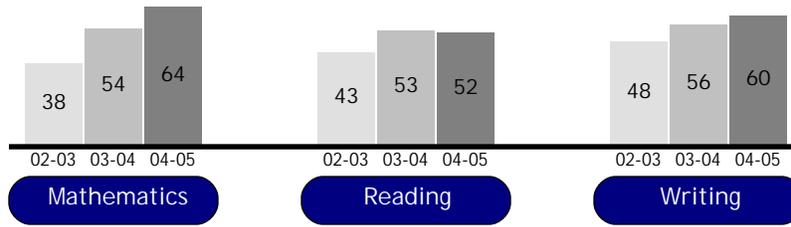
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	140	256	78302	100	0	99	506	502	512	11	14	11	30	31	25	57	54	57	2	2	7
All Students (Prior Year)	85	182	74918	100	100	99	479	487	497	39	33	32	29	27	19	25	34	35	7	6	15
Female	71	134	38082	100	0	99	514	508	518	6	10	8	30	29	24	65	58	61	0	2	7
Male	68	121	40166	100	0	99	499	496	507	17	17	14	30	32	26	50	49	54	3	2	6
African American	18	21	4064	100	0	100	520	528	498	8	8	14	17	15	29	67	62	54	8	15	3
Hispanic	85	192	29152	99	0	99	493	494	492	16	17	17	38	35	34	44	47	46	1	1	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	25	31	38347	100	0	99	534	536	531	0	0	5	18	17	17	82	83	68	0	0	10
Students with Disabilities	NC	19	9353	NC	0	100	NC	447	429	NC	60	40	NC	33	38	NC	7	22	NC	0	1
Students without Disabilities	132	239	69024	99	0	99	509	506	524	9	10	7	30	31	23	59	57	62	2	2	7
Limited English Proficient Students	17	54	10140	100	0	100	487	489	451	22	22	28	38	34	43	41	44	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	68	157	33398	86	0	94	492	494	495	17	18	18	33	33	35	48	48	46	2	1	2
Non-Economically Disadvantaged	72	101	44979	100	0	100	524	520	525	4	5	6	25	27	18	69	66	66	2	3	10

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	139	256	78094	100	100	99	541	537	545	5	5	3	22	22	18	71	71	77	2	1	2
All Students (Prior Year)	85	182	74503	100	100	99	471	480	491	13	10	9	39	38	32	39	45	51	9	8	8
Female	70	133	38025	99	100	99	557	554	558	2	2	2	17	17	13	78	78	82	4	3	2
Male	68	122	40013	100	99	99	526	520	534	8	9	5	27	27	23	65	64	71	0	0	1
African American	18	21	4037	100	100	99	563	564	532	0	0	4	17	15	22	83	85	73	0	0	1
Hispanic	84	192	29068	98	99	99	523	527	523	9	7	5	26	24	27	65	69	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	25	31	38265	100	100	99	578	582	564	0	0	2	9	9	11	86	83	84	5	9	3
Students with Disabilities	NC	18	9275	NC	100	100	NC	455	444	NC	20	14	NC	40	46	NC	40	39	NC	0	1
Students without Disabilities	132	240	68892	99	100	98	545	542	559	5	5	2	20	21	14	74	73	82	2	2	2
Limited English Proficient Students	17	54	10084	100	100	100	508	515	474	14	10	10	24	27	39	62	63	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	68	159	33296	86	89	94	522	527	527	6	6	5	29	25	27	65	68	67	0	1	0
Non-Economically Disadvantaged	71	99	44871	100	100	100	564	556	559	4	5	2	14	16	12	78	76	84	4	3	3

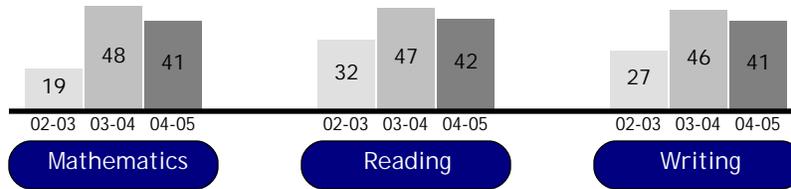
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

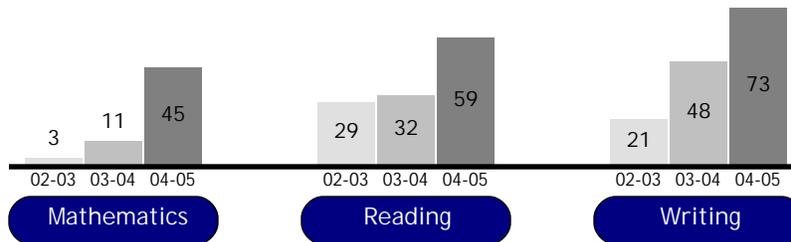
3rd Grade Proficiency



5th Grade Proficiency



8th 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 2004-05

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	39	35	50	95	41	NA	58	100	39	36	47
	Language	100	32	28	43	100	36	36	50	100	38	36	47
	Mathematics	99	46	41	57	100	57	53	64	100	40	35	50
3	Reading	95	27	27	47	100	34	NA	55	99	35	33	44
	Language	97	32	35	54	100	41	41	61	99	38	35	44
	Mathematics	98	35	38	54	100	52	49	61	99	46	41	51
4	Reading	92	52	40	52	99	33	NA	56	100	42	38	48
	Language	99	46	37	48	100	32	33	52	100	45	40	49
	Mathematics	100	69	51	57	100	60	54	61	100	51	44	53
5	Reading	99	34	33	50	100	49	NA	55	100	35	38	50
	Language	99	34	33	46	100	40	39	49	100	36	40	50
	Mathematics	100	46	42	57	100	68	57	63	100	36	36	49
6	Reading	96	41	31	53	100	43	NA	56	100	47	45	51
	Language	100	32	24	45	100	37	36	48	100	46	43	47
	Mathematics	100	56	45	62	100	60	56	66	100	48	43	52
7	Reading	96	38	36	51	100	46	NA	54	100	45	48	50
	Language	99	48	44	54	100	49	42	58	100	50	51	52
	Mathematics	99	44	52	58	100	50	51	62	99	51	52	50
8	Reading	100	44	44	53	100	35	NA	55	100	44	43	51
	Language	100	40	42	49	100	33	39	52	100	46	48	50
	Mathematics	100	48	49	58	100	44	51	61	100	45	45	53

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."

Sheely Farms Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Developing Parent Involvement Programs
- Ü School Improvement
- Ü School Safety Issues
- Ü School, Business, Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	47.00
Other Professional Staff	5.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	7	1	0
4 to 6 years	6	7	0	0
7 to 9 years	0	2	0	0
10 or more years	4	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	42
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Hightly Qualified Teachers	9%

Resources Available at School Site

Special Facilities

- Ü School Library Resource Center
- Ü Wireless/Mobile Computer Lab
- Ü Extended Playing Fields
- Ü Gymnasium

Extracurricular Activities

- Ü MacRo Math Program
- Ü Art Club
- Ü Activity Based Afterschool Program
- Ü Intermural Sports Program

Social Services

- Ü School Counseling Program
- Ü Partnership with Local Businesses
- Ü Open Community Library
- Ü Parent Liason

School Achievements/Accomplishments 2004-05

ü Students in numerous grade levels are demonstrating tremendous academic growth as measured on national assessments.

ü One-hundred percent of third grade students accomplished the goals to be considered in the Principal's Math Club.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	40	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

Sheely Farms Elementary School is committed to creating a safe and orderly climate for learning. The school is involved in modeling positive citizenship to its students throughout all daily activities. We have implemented the Positive Behavior Supports program school-wide. Additionally, this will be the implementation year for the Olweus Bullying Prevention Program.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Kathleen Simmons	(623) 907-5270
Transportation Policy	Dennis Povee	(623) 936-9740
Community Resources	Geanne Medrano	(623) 907-5270
School Nutrition Programs	Bill Christensen	(623) 936-9740
Parent Organization	Tracy Barendt	(623) 907-5270
Student Health/Nurse	Deborah Browning	(623) 907-5270

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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