

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

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

School Overview

Principal/Administrator : Ms. Kathleen Elizabeth Simmons
 Schedule : 07:15 AM to 03:30 PM
 Grades : K-8
 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, 2005 School Year Student Enrollment : 960
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 101

Instructional Programs

- ü Az Reads/Reading Coach
- ü Mac Ro Math grades 3 and 4
- ü Reading Intervention K-3
- ü Olweus Bullying Prevention Program
- ü Open Book Computer Program for ELL
- ü Make Your Day Schoolwide Discipline
- ü Math and Reading Tutoring
- ü Chorus and Band

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 are in grades K-2. The school is a community school and students in the other grades walk to school.

School Honors

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

Award/Honor	Year
ü Walmart Teacher of the Year Recipient	2006
ü Westside Impact Teacher of the Year	2006

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	334	80010	87	97	99	421	416	447	26	22	10	23	30	18	45	46	53	6	3	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	158	38935	79	94	99	424	413	447	24	25	9	26	31	19	41	42	55	9	3	17
Male	44	172	40974	86	98	98	420	419	448	25	19	11	23	29	18	48	49	52	5	3	19
African American	13	30	4201	72	88	99	411	400	430	23	33	17	38	37	23	38	30	51	NA	NA	9
Hispanic	39	250	34545	91	99	99	407	413	432	38	24	14	26	31	24	33	44	53	3	2	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	19	41	35142	79	87	99	445	437	465	11	10	5	16	24	11	58	56	56	16	10	28
Students with Disabilities	NC	34	10161	NC	94	93	NC	395	419	NC	41	28	NC	24	28	NC	35	36	NC	NA	8
Students without Disabilities	77	300	69849	88	97	100	423	418	451	23	20	7	23	30	17	47	47	56	6	3	19
Limited English Proficient Students	14	59	14013	100	100	97	397	396	413	50	39	24	21	39	34	29	22	39	NA	NA	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	43	227	39029	86	96	98	407	410	432	37	26	14	28	33	25	33	39	52	2	2	9
Non-Economically Disadvantaged	39	107	40981	89	99	100	436	428	462	13	14	6	18	21	13	59	60	54	10	5	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	82	333	79438	87	97	98	425	426	451	18	16	9	41	39	24	37	43	56	4	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	158	38775	79	94	99	433	427	457	15	16	7	41	36	22	38	46	58	6	2	13
Male	44	171	40560	86	97	97	419	426	446	20	15	12	43	42	25	34	41	54	2	2	9
African American	13	29	4178	72	85	98	414	412	439	23	24	13	38	48	29	38	28	52	NA	NA	6
Hispanic	39	250	34297	91	99	98	410	423	434	26	17	14	51	40	31	21	42	50	3	1	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	19	41	34887	79	87	98	448	448	471	5	7	4	37	29	15	47	54	63	11	10	18
Students with Disabilities	NC	33	9588	NC	92	88	NC	404	416	NC	30	30	NC	39	32	NC	30	34	NC	NA	5
Students without Disabilities	77	300	69850	88	97	100	427	428	456	16	14	7	42	39	23	39	45	59	4	2	12
Limited English Proficient Students	14	59	13856	100	100	96	396	399	407	29	29	27	64	53	43	7	19	29	NA	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	43	227	38685	86	96	97	408	419	435	28	18	14	44	42	32	28	39	50	NA	1	5
Non-Economically Disadvantaged	39	106	40753	89	98	99	443	441	467	8	11	5	38	31	16	46	53	62	8	5	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	82	330	79971	87	96	99	419	404	423	7	10	8	50	54	41	37	34	49	6	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	157	38974	79	93	99	441	417	437	9	6	5	26	47	33	50	43	57	15	3	4
Male	44	169	40895	86	96	98	400	391	410	7	14	10	68	61	47	25	25	41	NA	1	2
African American	13	31	4203	72	91	99	385	387	411	15	16	11	54	52	45	23	29	43	8	3	2
Hispanic	39	245	34481	91	97	99	411	401	410	8	10	10	59	58	46	31	31	43	3	0	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	19	41	35150	79	87	99	427	412	437	5	10	5	47	44	35	42	44	56	5	2	5
Students with Disabilities	NC	34	10258	NC	94	94	NC	359	377	NC	32	23	NC	53	51	NC	15	25	NC	NA	1
Students without Disabilities	77	296	69713	88	96	100	424	409	429	4	7	5	52	54	39	38	36	52	6	2	3
Limited English Proficient Students	14	58	13985	100	98	97	384	380	382	7	10	18	79	78	54	14	12	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	43	224	38994	86	95	98	397	402	409	12	9	10	53	58	47	33	32	41	2	0	1
Non-Economically Disadvantaged	39	106	40977	89	98	100	442	408	437	3	12	5	46	45	34	41	38	56	10	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	68	303	80147	84	98	99	463	453	482	13	18	11	19	26	17	59	50	49	9	6	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	150	39281	76	95	99	470	454	483	11	19	9	16	24	17	63	52	50	11	5	24
Male	29	152	40780	94	100	98	454	451	482	17	18	12	24	28	17	52	47	48	7	7	24
African American	12	32	4249	100	100	99	462	435	464	8	34	17	33	31	22	50	31	48	8	3	13
Hispanic	42	242	33494	81	97	99	464	453	466	12	17	15	19	27	23	60	50	49	10	6	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	NC	23	36122	NC	88	99	NC	464	501	NC	17	5	NC	13	10	NC	61	50	NC	9	35
Students with Disabilities	NC	34	10295	NC	94	92	NC	400	443	NC	74	33	NC	12	26	NC	15	33	NC	NA	8
Students without Disabilities	61	269	69852	82	99	100	470	459	488	7	12	7	21	28	16	62	54	51	10	7	26
Limited English Proficient Students	NC	52	12722	NC	100	97	NC	434	441	NC	21	27	NC	48	33	NC	29	37	NC	2	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	48	171	38371	87	94	97	468	453	465	8	19	15	25	25	23	54	48	49	13	8	13
Non-Economically Disadvantaged	20	132	41776	77	100	100	451	452	498	25	17	6	5	28	11	70	52	49	NA	3	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	67	302	79686	83	98	98	469	445	470	10	21	11	19	32	24	64	45	57	6	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	150	39163	76	95	99	478	450	475	8	19	9	16	30	22	66	48	60	11	3	10
Male	28	151	40438	90	100	97	457	441	465	14	24	13	25	34	25	61	42	54	NA	1	7
African American	11	31	4228	92	100	98	486	439	458	9	32	15	9	26	28	73	39	53	9	3	4
Hispanic	42	242	33299	81	97	98	465	444	452	10	21	17	24	33	32	60	44	47	7	2	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	NC	23	35914	NC	88	98	NC	457	489	NC	13	5	NC	30	15	NC	57	67	NC	NA	14
Students with Disabilities	NC	33	9808	NC	92	87	NC	386	432	NC	79	35	NC	12	32	NC	9	30	NC	NA	3
Students without Disabilities	61	269	69878	82	99	100	474	452	475	7	14	8	20	34	23	67	49	61	7	2	9
Limited English Proficient Students	NC	52	12594	NC	100	96	NC	421	422	NC	37	34	NC	44	45	NC	17	21	NC	2	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	48	171	38095	87	94	97	473	446	452	10	23	17	19	29	32	65	45	48	6	2	3
Non-Economically Disadvantaged	19	131	41591	73	100	99	459	445	486	11	18	6	21	35	16	63	45	65	5	2	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	68	300	80372	84	97	99	480	462	475	3	6	4	25	32	30	68	60	64	4	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	150	39452	76	95	99	493	473	488	NA	5	3	21	27	22	74	67	72	5	1	3
Male	29	149	40836	94	99	98	464	452	464	7	8	6	31	38	37	59	53	56	3	1	1
African American	12	31	4264	100	100	99	474	453	465	NA	6	5	33	42	35	67	52	59	NA	NA	1
Hispanic	42	240	33608	81	96	99	484	462	462	2	6	6	21	32	36	71	60	57	5	1	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	NC	23	36213	NC	88	99	NC	470	489	NC	9	2	NC	22	22	NC	70	72	NC	NA	3
Students with Disabilities	NC	33	10526	NC	92	94	NC	369	427	NC	39	15	NC	52	53	NC	9	31	NC	NA	1
Students without Disabilities	61	267	69846	82	98	100	490	473	482	NA	2	3	21	30	26	74	66	69	5	1	2
Limited English Proficient Students	NC	52	12747	NC	100	97	NC	445	432	NC	8	12	NC	50	52	NC	40	36	NC	2	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	48	170	38521	87	93	98	485	461	461	NA	7	6	25	33	38	71	59	55	4	1	1
Non-Economically Disadvantaged	20	130	41851	77	100	100	468	464	489	10	5	3	25	32	22	60	62	72	5	2	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	182	322	79306	92	95	99	482	483	504	25	24	13	21	24	20	46	44	49	8	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	97	160	38845	88	92	99	484	484	505	25	20	11	19	27	20	49	48	50	7	6	18
Male	82	159	40383	93	96	98	481	483	504	27	28	14	22	19	19	43	42	47	9	11	19
African American	32	37	4171	100	100	98	455	456	485	44	43	20	28	30	26	25	24	44	3	3	10
Hispanic	117	242	32673	89	93	99	488	486	487	20	20	18	21	24	25	54	49	46	6	7	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	21	27	36234	95	96	99	504	499	523	19	22	6	14	15	13	43	37	52	24	26	28
Students with Disabilities	17	44	10286	94	98	91	430	434	462	76	68	41	18	25	27	6	7	27	NA	NA	5
Students without Disabilities	165	278	69020	92	95	100	487	490	510	20	17	9	22	24	18	50	50	52	8	9	21
Limited English Proficient Students	21	50	10291	95	96	96	452	456	458	57	48	38	14	22	34	29	26	26	NA	4	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	122	233	37437	92	94	97	478	480	486	30	27	19	17	21	26	48	45	46	5	7	9
Non-Economically Disadvantaged	60	89	41869	92	98	100	491	490	521	17	16	7	30	30	14	40	43	51	13	11	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	181	320	79000	91	94	98	469	468	489	14	17	10	40	34	24	43	47	58	3	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	96	159	38774	87	92	99	476	473	494	10	14	7	40	34	22	46	48	61	4	4	10
Male	82	158	40150	93	95	98	462	464	485	20	21	12	38	32	25	41	46	55	1	1	8
African American	32	36	4153	100	97	98	453	455	476	13	11	13	69	69	30	19	19	53	NA	NA	4
Hispanic	116	241	32508	88	93	98	469	468	472	16	18	15	36	31	33	45	49	49	3	2	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	21	27	36135	95	96	98	495	490	508	5	11	4	24	22	14	67	63	67	5	4	15
Students with Disabilities	17	43	9991	94	96	88	423	419	449	71	72	33	24	19	36	6	9	29	NA	NA	2
Students without Disabilities	164	277	69009	91	94	100	474	476	495	9	9	6	41	36	22	47	52	62	3	3	10
Limited English Proficient Students	21	50	10199	95	96	95	433	434	439	38	46	35	52	38	47	10	16	18	NA	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	121	231	37234	91	93	97	464	464	472	14	19	15	45	36	33	39	42	50	2	2	3
Non-Economically Disadvantaged	60	89	41766	92	98	99	479	479	505	15	12	5	28	27	16	52	57	65	5	3	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	183	324	79611	92	96	99	474	474	496	10	12	7	49	45	37	41	43	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	161	39016	89	93	99	482	485	511	9	9	4	42	42	29	49	50	66	NA	NA	1
Male	82	160	40519	93	96	98	464	464	482	11	16	10	57	48	44	32	36	46	NA	NA	0
African American	32	37	4188	100	100	98	442	444	486	22	22	9	47	46	40	31	32	50	NA	NA	0
Hispanic	118	243	32855	89	94	99	479	478	481	8	11	10	48	44	43	43	45	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	21	28	36380	95	100	99	482	477	511	5	11	4	62	54	30	33	36	65	NA	NA	1
Students with Disabilities	17	44	10664	94	98	94	412	406	440	24	43	23	71	50	54	6	7	22	NA	NA	1
Students without Disabilities	166	280	68947	92	95	100	480	485	504	8	8	4	47	44	34	45	49	61	NA	NA	1
Limited English Proficient Students	21	50	10362	95	96	97	430	428	438	14	26	22	81	62	57	5	12	21	NA	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	122	234	37626	92	94	98	471	470	479	11	15	10	48	44	45	41	41	45	NA	NA	0
Non-Economically Disadvantaged	61	90	41985	94	99	100	479	485	511	8	7	4	51	47	30	41	47	65	NA	NA	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	285	79327	90	95	98	491	496	518	29	27	19	28	27	20	40	40	46	3	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	139	38961	93	97	98	493	496	520	25	24	16	30	27	20	44	44	48	1	4	16
Male	69	145	40295	85	92	97	490	496	516	33	30	21	26	27	19	36	37	44	4	6	16
African American	17	26	4247	85	93	98	492	486	499	24	38	27	35	23	24	41	38	41	NA	NA	8
Hispanic	99	222	32327	89	94	98	483	495	499	36	28	27	24	26	25	38	41	41	1	5	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	12	22	36373	86	92	98	532	510	538	NA	18	10	42	36	14	42	36	52	17	9	25
Students with Disabilities	15	27	9321	83	90	87	441	443	467	73	74	54	20	19	22	7	7	21	NA	NA	3
Students without Disabilities	126	258	70006	91	95	100	497	501	524	24	22	14	29	28	19	44	44	49	3	6	18
Limited English Proficient Students	18	31	9431	95	97	95	464	473	466	50	48	53	33	29	27	17	19	18	NA	3	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	98	210	37097	92	94	97	491	498	498	31	27	27	24	25	25	42	42	41	3	7	7
Non-Economically Disadvantaged	43	75	42230	86	97	99	491	491	535	26	28	11	37	35	15	35	36	50	2	1	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	141	285	79501	90	95	98	475	477	497	17	16	10	33	33	25	50	51	60	NA	0	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	138	39062	92	96	99	480	482	502	13	12	8	34	33	23	53	54	64	NA	1	5
Male	70	146	40368	86	93	98	470	473	491	21	19	13	31	33	27	47	48	57	NA	NA	3
African American	17	26	4279	85	93	99	480	476	485	12	12	14	35	38	30	53	50	54	NA	NA	2
Hispanic	99	222	32389	89	94	98	468	475	478	21	17	16	37	35	34	41	47	48	NA	0	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	12	22	36446	86	92	99	507	492	516	NA	9	4	17	23	15	83	68	73	NA	NA	7
Students with Disabilities	15	27	9411	83	90	88	429	435	453	53	52	36	27	30	36	20	19	26	NA	NA	1
Students without Disabilities	126	258	70090	91	95	100	480	481	502	13	12	7	34	34	24	53	54	65	NA	0	5
Limited English Proficient Students	18	31	9401	95	97	94	442	445	443	44	39	40	33	39	46	22	23	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	98	210	37183	92	94	97	475	478	479	17	16	16	32	32	34	51	51	49	NA	0	1
Non-Economically Disadvantaged	43	75	42318	86	97	99	475	475	513	16	15	5	37	36	17	47	49	70	NA	NA	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	141	282	80000	90	94	99	537	546	564	3	4	3	24	19	11	70	71	75	4	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	136	39288	92	94	99	548	556	579	1	3	2	17	13	6	79	77	77	3	7	16
Male	70	145	40644	86	92	98	526	537	549	4	4	4	31	26	15	60	65	74	4	6	7
African American	17	25	4307	85	89	99	521	505	551	6	12	4	29	32	13	65	52	75	NA	4	7
Hispanic	99	220	32672	89	94	99	535	550	548	3	3	4	25	18	14	68	71	76	4	7	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	12	22	36602	86	92	99	540	544	579	NA	NA	2	33	27	7	67	73	75	NA	NA	16
Students with Disabilities	15	27	9919	83	90	93	474	474	505	7	7	9	73	63	35	20	30	54	NA	NA	2
Students without Disabilities	126	255	70081	91	94	100	543	553	571	2	3	2	18	15	7	75	75	79	4	7	12
Limited English Proficient Students	18	31	9571	95	97	96	496	498	502	6	10	10	44	35	29	50	55	60	NA	NA	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	98	210	37534	92	94	98	539	549	547	2	3	4	26	19	15	69	71	76	3	7	5
Non-Economically Disadvantaged	43	72	42466	86	94	100	533	538	578	5	6	2	21	19	7	70	69	75	5	6	16

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

7th 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	240	78546	93	92	97	520	523	543	21	17	15	28	32	18	45	44	52	6	7	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	127	38645	97	95	98	518	524	545	26	17	13	29	36	18	40	39	54	6	9	15
Male	66	111	39792	86	86	97	522	522	542	17	18	17	26	26	17	52	50	50	6	5	15
African American	26	32	4205	87	89	97	527	526	524	12	16	22	27	28	22	62	53	49	NA	3	7
Hispanic	94	181	31177	95	92	97	515	520	524	27	19	22	26	31	23	41	43	48	6	7	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	--	NC	4689	--	NC	95	--	NC	515	--	NC	28	--	NC	25	--	NC	43	--	NC	4
White	13	19	36450	87	90	97	522	541	563	8	5	7	46	37	12	46	47	57	NA	11	23
Students with Disabilities	NC	18	8093	NC	78	82	NC	494	489	NC	33	50	NC	33	24	NC	33	23	NC	NA	2
Students without Disabilities	129	222	70453	92	93	100	522	525	549	21	16	11	27	32	17	46	45	56	6	8	16
Limited English Proficient Students	17	34	9323	89	89	94	486	489	491	59	44	47	35	50	28	6	6	24	NA	NA	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	79	163	34694	91	91	96	514	520	524	23	18	23	29	33	23	46	44	48	3	6	7
Non-Economically Disadvantaged	59	77	43852	95	94	99	528	529	559	19	16	10	27	31	13	44	43	56	10	10	22

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	236	79045	93	90	98	500	503	512	12	9	10	29	29	25	55	58	58	4	3	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	126	38860	97	95	98	497	505	519	11	8	7	34	30	22	51	60	62	3	2	8
Male	66	108	40075	86	84	97	503	501	505	12	10	12	24	29	28	59	57	54	5	4	6
African American	26	32	4250	87	89	98	518	516	500	4	3	12	15	22	31	73	69	54	8	6	3
Hispanic	94	177	31314	95	90	98	492	498	493	15	11	16	33	31	34	50	56	48	2	2	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	--	NC	4719	--	NC	96	--	NC	489	--	NC	15	--	NC	39	--	NC	45	--	NC	2
White	13	19	36730	87	90	98	497	512	532	8	5	4	38	26	16	54	68	68	NA	NA	12
Students with Disabilities	NC	14	8552	NC	61	87	NC	469	463	NC	21	35	NC	43	40	NC	36	23	NC	NA	1
Students without Disabilities	129	222	70493	92	93	100	502	505	517	11	9	7	29	28	24	57	60	62	4	3	8
Limited English Proficient Students	17	32	9355	89	84	95	455	461	456	35	28	37	53	59	48	12	13	15	NA	NA	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	79	160	34922	91	89	96	497	503	493	10	8	15	34	30	34	52	59	48	4	3	3
Non-Economically Disadvantaged	59	76	44123	95	93	99	503	502	527	15	13	6	22	28	18	59	57	66	3	3	11

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	246	79657	93	94	99	559	561	566	2	3	3	8	8	8	88	88	87	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	128	39120	97	96	99	568	573	580	3	2	2	7	7	4	87	88	92	3	3	2
Male	66	116	40423	86	90	98	551	549	553	2	3	5	8	8	12	91	89	83	NA	NA	1
African American	26	32	4290	87	89	99	568	573	560	NA	NA	4	8	6	9	88	88	86	4	6	1
Hispanic	94	187	31642	95	95	99	553	556	552	3	4	5	9	9	11	88	88	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	--	NC	4760	--	NC	97	--	NC	547	--	NC	5	--	NC	14	--	NC	81	--	NC	0
White	13	19	36929	87	90	99	576	583	579	NA	NA	2	NA	NA	5	92	89	91	8	11	2
Students with Disabilities	NC	23	9069	NC	100	92	NC	494	508	NC	9	11	NC	39	30	NC	52	58	NC	NA	1
Students without Disabilities	129	223	70588	92	93	100	562	568	573	2	2	2	5	4	5	91	91	91	2	2	1
Limited English Proficient Students	17	35	9521	89	92	96	520	525	507	6	3	13	18	23	24	76	74	63	NA	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	79	166	35341	91	92	97	560	565	551	1	2	5	6	7	12	91	90	83	1	1	0
Non-Economically Disadvantaged	59	80	44316	95	98	100	557	554	578	3	5	2	10	10	5	85	83	90	2	3	2

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	116	226	78400	82	88	97	527	542	554	33	25	21	23	24	19	41	43	47	3	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	101	38686	79	84	98	536	545	554	24	19	20	27	29	20	45	48	49	4	5	12
Male	67	125	39636	85	91	96	521	539	554	39	30	23	21	20	18	37	40	46	3	10	13
African American	16	19	4193	80	83	97	536	532	533	25	26	32	25	26	23	44	42	40	6	5	5
Hispanic	75	175	30732	82	88	97	526	544	534	36	25	31	20	23	24	41	44	40	3	9	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	19	25	37038	83	81	97	531	540	575	26	20	11	26	24	14	42	48	56	5	8	19
Students with Disabilities	15	27	7840	68	71	81	469	486	498	87	74	60	13	19	18	NA	4	20	NA	4	2
Students without Disabilities	101	199	70560	85	90	99	536	549	560	25	18	17	25	25	19	47	49	50	4	9	14
Limited English Proficient Students	NC	21	8956	NC	95	95	NC	516	502	NC	43	56	NC	33	25	NC	19	18	NC	5	1
Migrant Students	NC	NC	676	NC	NC	95	NC	NC	523	NC	NC	38	NC	NC	25	NC	NC	36	NC	NC	1
Economically Disadvantaged	73	154	33014	84	87	95	527	539	534	30	23	31	25	27	24	44	45	40	1	5	5
Non-Economically Disadvantaged	43	72	45386	80	90	99	528	548	569	37	29	15	21	17	15	35	40	52	7	14	18

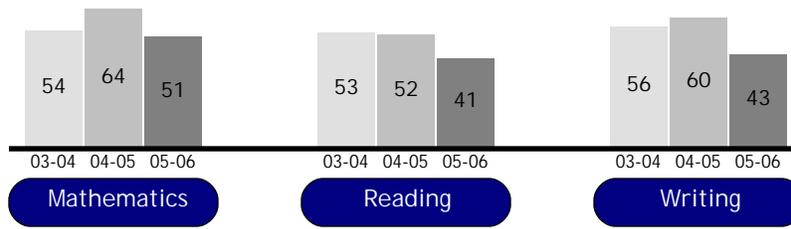
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	225	79179	82	87	98	500	506	519	16	12	11	28	29	27	54	57	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	101	38974	79	84	99	513	514	524	8	7	8	27	28	25	63	64	61	2	1	5
Male	67	124	40124	85	90	97	490	499	513	21	16	13	30	30	28	48	52	54	1	2	4
African American	16	19	4243	80	83	98	497	497	506	13	11	14	31	37	32	56	53	51	NA	NA	3
Hispanic	75	174	30987	82	88	98	498	505	498	19	13	17	28	28	36	52	57	45	1	2	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	19	25	37467	83	81	98	517	520	539	11	8	5	21	20	17	63	68	70	5	4	8
Students with Disabilities	15	26	8567	68	68	88	438	451	467	67	46	39	33	50	38	NA	4	22	NA	NA	1
Students without Disabilities	101	199	70612	85	90	99	509	513	524	8	8	7	28	26	25	62	64	62	2	2	5
Limited English Proficient Students	NC	21	9013	NC	95	95	NC	473	461	NC	38	40	NC	29	48	NC	33	12	NC	NA	0
Migrant Students	NC	NC	680	NC	NC	96	NC	NC	487	NC	NC	20	NC	NC	43	NC	NC	36	NC	NC	1
Economically Disadvantaged	73	153	33345	84	86	96	498	503	499	15	11	17	30	32	36	53	56	46	1	1	1
Non-Economically Disadvantaged	43	72	45834	80	90	99	503	512	533	16	14	7	26	22	19	56	60	67	2	4	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	118	233	79734	84	90	99	535	543	554	8	5	3	17	18	19	75	76	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	105	39243	82	88	99	562	567	568	2	1	2	6	6	12	92	93	85	NA	NA	1
Male	67	128	40413	85	93	98	515	524	541	13	9	4	25	29	26	61	63	70	NA	NA	0
African American	16	19	4285	80	83	99	548	550	548	NA	NA	3	13	11	22	88	89	74	NA	NA	0
Hispanic	75	180	31254	82	91	99	530	542	539	11	6	5	19	19	25	71	75	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	21	27	37668	91	87	99	538	544	569	10	7	1	19	19	13	71	74	85	NA	NA	1
Students with Disabilities	15	33	8943	68	87	92	447	475	495	33	15	11	53	64	51	13	21	38	NA	NA	1
Students without Disabilities	103	200	70791	87	91	100	548	555	561	5	4	2	12	11	15	83	86	83	NA	NA	0
Limited English Proficient Students	NC	21	9138	NC	95	97	NC	501	492	NC	14	13	NC	33	46	NC	52	40	NC	NA	NA
Migrant Students	NC	NC	687	NC	NC	97	NC	NC	528	NC	NC	6	NC	NC	28	NC	NC	65	NC	NC	NA
Economically Disadvantaged	74	161	33718	85	90	97	533	540	538	8	5	5	16	20	26	76	75	69	NA	NA	0
Non-Economically Disadvantaged	44	72	46016	81	90	100	539	552	567	9	6	2	18	15	14	73	79	84	NA	NA	1

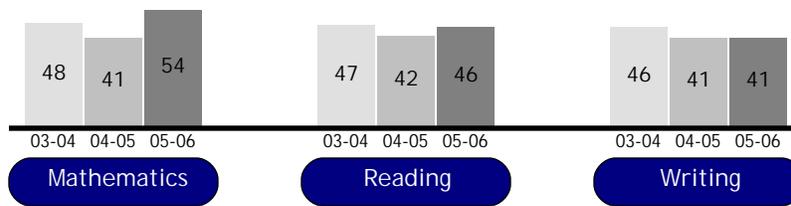
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

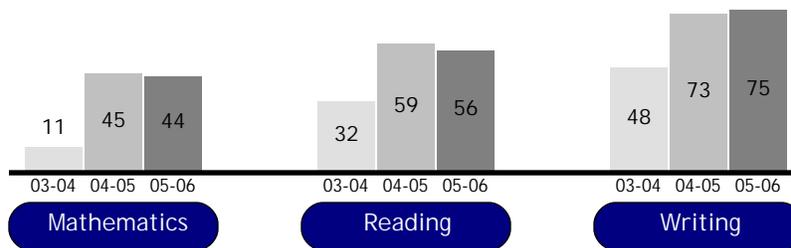
3rd Grade Proficiency



5th Grade Proficiency



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 2005-06

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

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	41	NA	58	100	39	36	47	96	30	30	46
	Language	100	36	36	50	100	38	36	47	96	22	27	48
	Mathematics	100	57	53	64	100	40	35	50	96	35	28	52
3	Reading	100	34	NA	55	99	35	33	44	82	24	25	46
	Language	100	41	41	61	99	38	35	44	82	27	30	46
	Mathematics	100	52	49	61	99	46	41	51	82	32	32	52
4	Reading	99	33	NA	56	100	42	38	48	83	58	37	52
	Language	100	32	33	52	100	45	40	49	83	54	39	52
	Mathematics	100	60	54	61	100	51	44	53	83	46	39	58
5	Reading	100	49	NA	55	100	35	38	50	92	41	37	56
	Language	100	40	39	49	100	36	40	50	92	41	39	54
	Mathematics	100	68	57	63	100	36	36	49	92	39	37	52
6	Reading	100	43	NA	56	100	47	45	51	88	43	44	56
	Language	100	37	36	48	100	46	43	47	88	39	43	50
	Mathematics	100	60	56	66	100	48	43	52	88	39	44	58
7	Reading	100	46	NA	54	100	45	48	50	91	48	50	54
	Language	100	49	42	58	100	50	51	52	91	50	50	58
	Mathematics	100	50	51	62	99	51	52	50	91	44	43	54
8	Reading	100	35	NA	55	100	44	43	51	87	43	48	58
	Language	100	33	39	52	100	46	48	50	87	44	50	56
	Mathematics	100	44	51	61	100	45	45	53	87	44	50	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."

Sheely Farms Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 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	1.00	Teacher	35.00
Other Professional Staff	2.50	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	21	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	1	2	0	0
10 or more years	4	3	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	12%

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 Champions After-school 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 2005-06

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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	45	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

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. This year we have added the Make Your Day program in all grade levels to assist with classroom management.

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) :

10

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	Jennifer Gann	(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 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

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

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