

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3300 N. Sante Fe Trail, 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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Highly Performing
2004-05	Performing Plus
2003-04	Not Evaluated

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

School Overview

Principal/Administrator : Mr. Christopher Barnes
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-5
 Web Address : www.lesd.k12.az.us
 Phone Number : (623) 547-1000
 Fax Number : (623) 935-2108
 E-mail : barnes@lesd.k12.az.us

Mission

It is Corte Sierra's mission to provide a healthy, safe, and encouraging environment for its students, staff, and community to learn and grow. This mission is based on a foundation of integrity and respect reserved for everyone on our campus.

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 Create a positive learning environment and culture for all students to become successful citizens.
- ü Create academic programs that meet the individual needs of all students.

Enrollment

October 1, 2005 School Year Student Enrollment : 868
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 38

Instructional Programs

- Ü Wilson Intervention Reading
- Ü Gifted
- Ü Accelerated Reader
- Ü Accelerated Math
- Ü EXCEL Math program
- Ü Integrated Curriculum/Instruction
- Ü KidBiz 3000
- Ü Technology

Calendar Information

Number of Instruction Days :	179
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

Responsibilities to our parents are: Provide a safe learning environment, communicate their child's progress, communicate school activities, and produce literate readers.

Parents

Responsibilities of our parents are: Support the professional staff of our school, be actively involved in their child(ren)'s learning, and communicate their compliments and concerns.

Transportation Policy

Provide a safe traveling environment for our students riding buses. Enforce the rules of good bus behavior. Provide transportation to students whose boundaries are beyond one mile of their home school.

School Honors

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

Award/Honor	Year
Ü Highly Performing Label	2006
Ü A+ Exemplary Award for Reading Program	2006
Ü Westside Impact Teacher of the Year	2006
Ü Westside Impact Teacher of the Year	2005

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	157	903	80010	100	100	99	457	456	447	4	6	10	15	12	18	61	61	53	20	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	458	38935	100	100	99	462	457	447	2	4	9	16	11	19	54	63	55	28	21	17
Male	70	445	40974	100	100	98	451	455	448	7	8	11	13	13	18	69	58	52	11	21	19
African American	19	92	4201	100	100	99	446	440	430	11	12	17	16	15	23	53	61	51	21	12	9
Hispanic	53	264	34545	100	100	99	442	441	432	6	8	14	25	17	24	62	64	53	8	10	9
Asian/Pacific Islander	10	45	2068	100	100	99	NA	461	474	NA	2	4	NA	16	10	NA	60	50	NA	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	74	491	35142	100	99	99	469	467	465	3	4	5	7	8	11	65	59	56	26	29	28
Students with Disabilities	20	117	10161	100	100	93	446	426	419	15	29	28	30	19	28	30	39	36	25	13	8
Students without Disabilities	137	786	69849	100	100	100	458	461	451	3	3	7	12	11	17	65	64	56	20	22	19
Limited English Proficient Students	12	72	14013	100	100	97	407	415	413	8	18	24	75	36	34	17	46	39	NA	NA	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	48	239	39029	100	100	98	448	438	432	4	13	14	25	19	25	56	57	52	15	11	9
Non-Economically Disadvantaged	109	664	40981	100	100	100	461	463	462	5	4	6	10	10	13	62	62	54	23	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	157	905	79438	100	100	98	460	461	451	6	8	9	22	17	24	59	62	56	14	13	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	460	38775	100	100	99	471	470	457	3	5	7	16	14	22	59	65	58	22	17	13
Male	70	445	40560	100	100	97	445	451	446	9	11	12	29	20	25	59	60	54	4	10	9
African American	19	92	4178	100	100	98	449	446	439	5	13	13	37	21	29	42	57	52	16	10	6
Hispanic	53	264	34297	100	100	99	446	446	434	11	12	14	25	22	31	57	59	50	8	7	5
Asian/Pacific Islander	10	45	2063	100	100	99	NA	461	475	NA	7	3	NA	16	15	NA	69	63	NA	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	74	493	34887	100	100	98	473	472	471	1	5	4	16	13	15	64	64	63	19	18	18
Students with Disabilities	20	118	9588	100	100	88	433	417	416	30	36	30	25	25	32	35	35	34	10	5	5
Students without Disabilities	137	787	69850	100	100	100	463	467	456	2	4	7	21	15	23	62	66	59	15	15	12
Limited English Proficient Students	12	72	13856	100	100	96	380	403	407	50	33	27	33	38	43	17	28	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	48	239	38685	100	100	97	444	437	435	10	16	14	29	23	32	52	54	50	8	6	5
Non-Economically Disadvantaged	109	666	40753	100	100	99	467	470	467	4	5	5	18	14	16	61	65	62	17	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	156	901	79971	100	100	99	449	436	423	6	6	8	23	36	41	55	50	49	16	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	458	38974	100	100	99	476	458	437	1	2	5	17	27	33	55	59	57	26	13	4
Male	69	443	40895	100	100	98	415	413	410	12	12	10	30	45	47	55	41	41	3	2	2
African American	19	92	4203	100	100	99	450	423	411	NA	4	11	37	47	45	53	43	43	11	5	2
Hispanic	52	261	34481	100	100	99	442	426	410	10	9	10	23	41	46	52	43	43	15	7	1
Asian/Pacific Islander	10	45	2067	100	100	99	NA	435	449	NA	9	4	NA	24	28	NA	58	60	NA	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	74	492	35150	100	100	99	461	443	437	3	5	5	20	32	35	58	54	56	19	8	5
Students with Disabilities	19	117	10258	100	100	94	395	380	377	26	27	23	21	40	51	47	31	25	5	2	1
Students without Disabilities	137	784	69713	100	100	100	456	443	429	3	3	5	23	35	39	56	53	52	18	9	3
Limited English Proficient Students	12	71	13985	100	99	97	335	381	382	42	23	18	42	48	54	17	30	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	47	237	38994	98	99	98	437	420	409	6	10	10	28	45	47	53	40	41	13	5	1
Non-Economically Disadvantaged	109	664	40977	100	100	100	454	441	437	6	5	5	21	33	34	56	53	56	17	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	147	901	80147	99	100	99	487	495	482	10	7	11	14	12	17	52	49	49	25	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	465	39281	99	100	99	489	497	483	8	6	9	11	10	17	59	52	50	22	32	24
Male	68	434	40780	100	100	98	485	494	482	12	7	12	16	14	17	43	46	48	29	32	24
African American	17	72	4249	100	100	99	486	476	464	12	15	17	12	13	22	41	50	48	35	22	13
Hispanic	51	276	33494	96	100	99	480	479	466	8	9	15	24	21	23	49	50	49	20	21	14
Asian/Pacific Islander	10	45	2103	100	100	99	NA	527	515	NA	2	4	NA	2	8	NA	42	44	NA	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	66	495	36122	100	100	99	489	504	501	11	4	5	9	8	10	53	49	50	27	38	35
Students with Disabilities	16	108	10295	94	99	92	431	442	443	44	32	33	31	28	26	25	31	33	NA	9	8
Students without Disabilities	131	793	69852	100	100	100	494	502	488	5	3	7	11	10	16	55	52	51	28	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	45	236	38371	98	99	97	473	472	465	7	10	15	29	23	23	49	52	49	16	16	13
Non-Economically Disadvantaged	102	665	41776	100	100	100	494	504	498	11	6	6	7	8	11	53	49	49	29	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	147	901	79686	99	100	98	481	481	470	7	8	11	18	18	24	64	63	57	10	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	465	39163	99	100	99	489	487	475	4	5	9	14	14	22	72	68	60	10	12	10
Male	68	434	40438	100	100	97	472	474	465	12	11	13	24	22	25	54	58	54	10	9	7
African American	17	71	4228	100	99	98	482	470	458	12	17	15	6	17	28	82	59	53	NA	7	4
Hispanic	51	276	33299	96	100	98	474	461	452	10	14	17	22	24	32	57	57	47	12	5	3
Asian/Pacific Islander	10	45	2097	100	100	99	NA	504	490	NA	2	5	NA	9	13	NA	69	68	NA	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	66	495	35914	100	100	98	483	491	489	6	4	5	20	16	15	64	67	67	11	14	14
Students with Disabilities	16	107	9808	94	98	87	418	426	432	50	38	35	19	36	32	25	23	30	6	3	3
Students without Disabilities	131	794	69878	100	100	100	489	488	475	2	4	8	18	15	23	69	69	61	11	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	45	236	38095	98	99	97	465	457	452	9	16	17	29	27	32	56	53	48	7	4	3
Non-Economically Disadvantaged	102	665	41591	100	100	99	489	489	486	7	5	6	14	15	16	68	67	65	12	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	148	901	80372	100	100	99	500	491	475	1	2	4	24	22	30	67	71	64	8	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	466	39452	100	100	99	512	504	488	NA	1	3	15	15	22	74	78	72	11	6	3
Male	68	433	40836	100	100	98	485	476	464	1	4	6	35	30	37	59	64	56	4	2	1
African American	17	71	4264	100	99	99	487	476	465	6	4	5	18	28	35	76	68	59	NA	NA	1
Hispanic	52	277	33608	98	100	99	495	477	462	NA	4	6	29	30	36	63	63	57	8	3	1
Asian/Pacific Islander	10	45	2098	100	100	99	NA	510	500	NA	NA	2	NA	7	16	NA	84	75	NA	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	66	494	36213	100	100	99	503	498	489	NA	2	2	26	18	22	65	75	72	9	5	3
Students with Disabilities	17	107	10526	100	98	94	437	435	427	6	10	15	59	61	53	35	29	31	NA	NA	1
Students without Disabilities	131	794	69846	100	100	100	508	498	482	NA	1	3	20	17	26	71	77	69	9	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	46	237	38521	100	100	98	479	471	461	2	5	6	37	32	38	57	60	55	4	2	1
Non-Economically Disadvantaged	102	664	41851	100	100	100	509	498	489	NA	2	3	19	18	22	72	75	72	10	5	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	861	79306	100	100	99	522	522	504	4	9	13	16	12	20	54	52	49	25	28	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	415	38845	100	100	99	521	520	505	3	8	11	13	13	20	64	53	50	20	26	18
Male	70	445	40383	100	100	98	522	523	504	6	9	14	20	11	19	44	50	47	30	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	48	273	32673	100	100	99	500	507	487	10	12	18	21	18	25	56	51	46	13	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	76	478	36234	99	99	99	534	532	523	1	6	6	14	9	13	51	53	52	33	33	28
Students with Disabilities	11	75	10286	100	100	91	464	465	462	27	43	41	45	25	27	27	25	27	NA	7	5
Students without Disabilities	123	786	69020	100	100	100	527	526	510	2	5	9	14	11	18	56	54	52	28	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	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	33	236	37437	97	98	97	503	498	486	9	17	19	24	17	26	52	51	46	15	15	9
Non-Economically Disadvantaged	101	625	41869	100	100	100	528	531	521	3	5	7	14	10	14	54	52	51	29	32	27

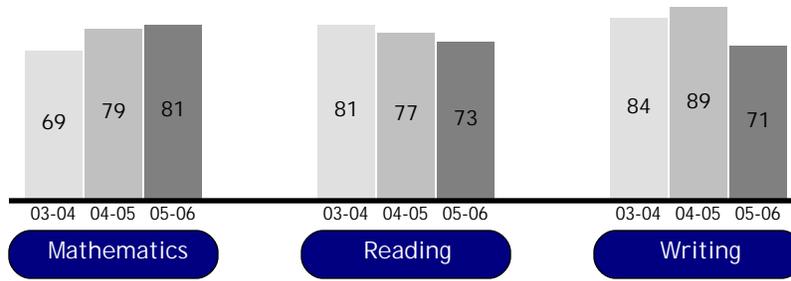
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	861	79000	100	100	98	506	502	489	4	5	10	16	18	24	65	64	58	15	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	414	38774	100	100	99	516	507	494	NA	4	7	14	15	22	67	67	61	19	14	10
Male	70	446	40150	100	100	98	498	498	485	9	7	12	17	20	25	63	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	48	273	32508	100	100	99	488	487	472	8	8	15	25	27	33	58	56	49	8	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	76	478	36135	99	99	98	519	513	508	3	3	4	11	13	14	66	68	67	21	16	15
Students with Disabilities	11	74	9991	100	99	88	452	450	449	27	28	33	45	41	36	18	28	29	9	3	2
Students without Disabilities	123	787	69009	100	100	100	511	507	495	2	3	6	13	16	22	69	68	62	15	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	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	33	237	37234	97	98	97	495	481	472	6	12	15	21	29	33	61	52	50	12	7	3
Non-Economically Disadvantaged	101	624	41766	100	100	99	510	510	505	4	3	5	14	14	16	66	69	65	16	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	134	863	79611	100	100	99	528	520	496	2	4	7	18	27	37	80	68	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	416	39016	100	100	99	545	534	511	NA	3	4	11	18	29	89	79	66	NA	1	1
Male	70	446	40519	100	100	98	512	506	482	4	5	10	24	36	44	71	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	48	275	32855	100	100	99	514	507	481	4	5	10	23	34	43	73	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	76	478	36380	99	99	99	538	527	511	1	3	4	14	25	30	84	72	65	NA	1	1
Students with Disabilities	11	76	10664	100	100	94	435	456	440	27	20	23	36	51	54	36	29	22	NA	NA	1
Students without Disabilities	123	787	68947	100	100	100	536	525	504	NA	2	4	16	25	34	84	72	61	NA	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	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	33	238	37626	97	99	98	510	493	479	3	8	10	33	40	45	64	51	45	NA	NA	0
Non-Economically Disadvantaged	101	625	41985	100	100	100	533	530	511	2	2	4	13	22	30	85	75	65	NA	1	1

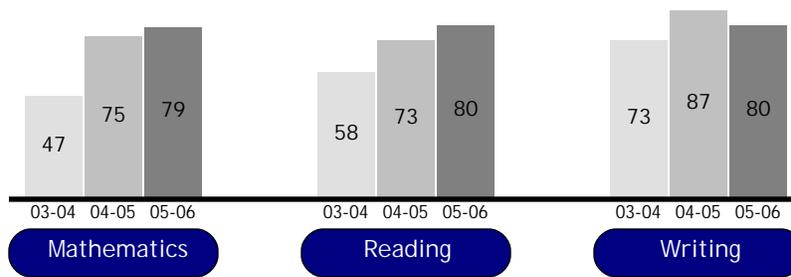
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	62	NA	58	100	54	53	47	99	54	54	46
	Language	98	58	56	50	100	54	52	47	99	65	58	48
	Mathematics	99	61	66	64	100	58	57	50	99	68	63	52
3	Reading	100	57	NA	55	100	50	52	44	100	52	52	46
	Language	100	65	66	61	100	50	49	44	100	58	54	46
	Mathematics	100	56	64	61	100	50	54	51	100	58	58	52
4	Reading	95	63	NA	56	100	54	58	48	100	58	59	52
	Language	100	55	56	52	100	60	57	49	100	54	61	52
	Mathematics	100	62	63	61	100	61	63	53	100	58	68	58
5	Reading	97	57	NA	55	99	55	56	50	100	65	65	56
	Language	97	55	58	49	99	57	57	50	100	68	67	54
	Mathematics	97	63	71	63	99	54	56	49	100	63	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/

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

Council Duties

- Ü School Safety
- Ü Curriculum
- Ü A+ Preparation

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	2.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	7	0	0
4 to 6 years	7	5	0	0
7 to 9 years	2	2	0	0
10 or more years	3	5	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	46
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 Audio Enhancement in All Classrooms
- Ü Accelerated Reader Lab
- Ü Computer Labs
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Chorus
- Ü PTSA
- Ü Art

Social Services

- Ü Extended Day Program
- Ü Parent University
- Ü PTSA
- Ü Wal-Mart

School Achievements/Accomplishments 2005-06

ü Use Instructional Coach to support teachers in literacy, classroom management, ELL, and math strategies.

ü Increase student achievement using multiple assessments.

ü A+ Exemplary Reading Program

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	93	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

Corte Sierra is committed to provide our students/staff with a safe environment. We conduct monthly fire drills, lock-downs, evacuations, shelter-in-place and duck/cover/hold drills.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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

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

Contacts

	Name	Phone Number
School Site Council	Chris Barnes	(623) 547-1000
Transportation Policy	David Gourlay	(623) 535-6070
Community Resources	Sara Pearson	(623) 535-6040
School Nutrition Programs	David Schwake	(623) 535-6056
Parent Organization	Andrea Roehler	(623) 547-1000
Student Health/Nurse	Vicki Musick	(623) 547-1018

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