



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

550 N. Emmett, Chandler, AZ 85225

Chandler Unified District

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

**AZ LEARNS<sup>1</sup>**

**Elementary Achievement Profile (a)**

2005-06	Excelling
2004-05	Excelling
2003-04	Not Evaluated

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

School Overview

Principal/Administrator : Dr. Beth Ann Bader  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-6  
 Web Address :  
 Phone Number : (480) 883-4900  
 Fax Number : (480) 883-4920  
 E-mail : bader.beth@chandler.k12.az.us

Mission

The CTA-Liberty back-to-basics curriculum, pace of studies, and expectations for academic achievement, behavior, and dress require a firm commitment from every parent, student, and teacher. All are committed to following the policies of the school.

No Child Left Behind

**Adequate Yearly Progress (b)**

2005-06	Met
2004-05	Met
2003-04	Met

School / Academic Goals

- ü Increase the number of students meeting or exceeding expectations on the AIMS test in reading and math and writing.
- ü Continue to refine our curriculum as we align our programs to district and state standards within the Back-to-Basics framework. Successfully plan for the addition of 7th grade for next year, and the building of a second traditional school in CUSD.

**School Improvement Status (b)**

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

Enrollment

October 1, 2005 School Year Student Enrollment : 735  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 732

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

Instructional Programs

- Ü Spalding Method-Integrated Lang. Arts
- Ü Six Traits Writing Rubric
- Ü Houghton/Mifflin Mathematics
- Ü 5 Steps of Inquiry Science Method

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/24/2005
Last Day of School :	5/30/2006

Shared Responsibilities

School

CTA Liberty shall meet or exceed all objectives of CUSD. CTA develops a foundation of skills through a structured curriculum that strives to meet the individual needs of each student. CTA uses strategies which connect subject matter to real-life.

Parents

Parents and students sign a contract stating their support of the programs of the school. Parents volunteer a minimum of 5 hours per year to the school. Parents check homework and sign it each night as a partner in their child's learning.

Transportation Policy

Transportation to and from CTA Liberty is the responsibility of the parent. District provides transportation for CTA students living below the canal, within the square mile of the school. (East of Cooper, South of Ray, and North of Chandler Blvd.)

School Honors

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

Award/Honor	Year
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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	103	2484	80010	98	97	99	469	465	447	2	5	10	9	11	18	56	53	53	33	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1199	38935	98	97	99	470	466	447	2	4	9	7	12	19	54	54	55	37	30	17
Male	46	1281	40974	98	96	98	467	465	448	2	6	11	11	11	18	59	52	52	28	31	19
African American	11	138	4201	100	97	99	455	443	430	NA	4	17	9	26	23	73	56	51	18	14	9
Hispanic	12	767	34545	100	96	99	460	441	432	8	12	14	17	20	24	33	54	53	42	14	9
Asian/Pacific Islander	NC	149	2068	NC	99	99	NC	486	474	NC	NA	4	NC	5	10	NC	47	50	NC	48	36
American Indian/Alaskan Native	--	33	3979	--	97	96	--	452	424	--	3	17	--	18	30	--	64	47	--	15	6
White	72	1395	35142	97	97	99	470	479	465	1	2	5	8	6	11	60	52	56	31	40	28
Students with Disabilities	12	312	10161	100	89	93	430	436	419	17	15	28	33	24	28	42	47	36	8	14	8
Students without Disabilities	91	2172	69849	98	98	100	474	469	451	NA	4	7	5	10	17	58	54	56	36	33	19
Limited English Proficient Students	NC	205	14013	NC	94	97	NC	413	413	NC	26	24	NC	30	34	NC	39	39	NC	5	3
Migrant Students	--	10	603	--	83	96	--	NA	417	--	NA	22	--	NA	32	--	NA	42	--	NA	4
Economically Disadvantaged	NC	727	39029	NC	94	98	NC	439	432	NC	12	14	NC	23	25	NC	52	52	NC	14	9
Non-Economically Disadvantaged	97	1757	40981	98	98	100	468	476	462	2	2	6	9	7	13	57	53	54	32	38	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	2477	79438	98	97	98	475	467	451	3	5	9	12	17	24	68	61	56	17	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1201	38775	98	97	99	487	475	457	2	3	7	7	14	22	65	61	58	26	21	13
Male	46	1272	40560	98	96	97	460	460	446	4	7	12	17	19	25	72	60	54	7	13	9
African American	11	137	4178	100	96	98	467	452	439	NA	8	13	9	26	29	91	55	52	NA	11	6
Hispanic	12	763	34297	100	95	98	449	440	434	8	12	14	33	30	31	42	51	50	17	6	5
Asian/Pacific Islander	NC	150	2063	NC	99	99	NC	484	475	NC	NA	3	NC	12	15	NC	67	63	NC	21	20
American Indian/Alaskan Native	--	34	3940	--	100	95	--	457	429	--	3	14	--	21	36	--	74	47	--	3	3
White	72	1391	34887	97	97	98	476	482	471	3	2	4	10	9	15	71	66	63	17	23	18
Students with Disabilities	12	303	9588	100	86	88	441	431	416	NA	18	30	42	32	32	58	45	34	NA	5	5
Students without Disabilities	91	2174	69850	98	98	100	479	472	456	3	3	7	8	15	23	69	63	59	20	19	12
Limited English Proficient Students	NC	204	13856	NC	94	96	NC	404	407	NC	31	27	NC	43	43	NC	25	29	NC	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	NC	727	38685	NC	94	97	NC	437	435	NC	12	14	NC	32	32	NC	50	50	NC	5	5
Non-Economically Disadvantaged	97	1750	40753	98	98	99	475	480	467	3	2	5	11	11	16	68	65	62	18	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	2518	79971	98	98	99	459	444	423	1	4	8	22	27	41	70	65	49	7	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1214	38974	98	98	99	470	457	437	2	3	5	14	20	33	74	72	57	11	6	4
Male	46	1300	40895	98	98	98	445	432	410	NA	5	10	33	34	47	65	58	41	2	3	2
African American	11	140	4203	100	99	99	464	436	411	NA	5	11	18	31	45	73	62	43	9	1	2
Hispanic	12	776	34481	100	97	99	432	424	410	NA	7	10	67	36	46	33	55	43	NA	2	1
Asian/Pacific Islander	NC	150	2067	NC	99	99	NC	471	449	NC	1	4	NC	18	28	NC	71	60	NC	10	8
American Indian/Alaskan Native	--	35	3995	--	100	96	--	431	409	--	6	10	--	34	47	--	60	42	--	NA	1
White	72	1415	35150	97	99	99	459	453	437	1	2	5	18	22	35	72	70	56	8	5	5
Students with Disabilities	12	339	10258	100	96	94	420	406	377	NA	12	23	58	47	51	42	40	25	NA	1	1
Students without Disabilities	91	2179	69713	98	98	100	464	450	429	1	3	5	18	24	39	74	69	52	8	5	3
Limited English Proficient Students	NC	206	13985	NC	94	97	NC	383	382	NC	19	18	NC	45	54	NC	35	27	NC	1	0
Migrant Students	--	10	608	--	83	97	--	NA	389	--	NA	16	--	NA	50	--	NA	33	--	NA	0
Economically Disadvantaged	NC	738	38994	NC	95	98	NC	420	409	NC	8	10	NC	39	47	NC	51	41	NC	2	1
Non-Economically Disadvantaged	97	1780	40977	98	100	100	460	454	437	1	3	5	22	22	34	70	71	56	7	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	92	2509	80147	99	98	99	521	508	482	4	5	11	4	10	17	36	45	49	55	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1186	39281	98	98	99	528	509	483	2	4	9	5	9	17	29	44	50	63	43	24
Male	51	1320	40780	100	97	98	515	506	482	6	6	12	4	10	17	41	46	48	49	38	24
African American	NC	129	4249	NC	94	99	NC	480	464	NC	9	17	NC	16	22	NC	54	48	NC	21	13
Hispanic	NC	756	33494	NC	98	99	NC	482	466	NC	10	15	NC	19	23	NC	48	49	NC	23	14
Asian/Pacific Islander	NC	148	2103	NC	100	99	NC	538	515	NC	1	4	NC	2	8	NC	33	44	NC	64	45
American Indian/Alaskan Native	--	23	4117	--	96	96	--	471	456	--	17	19	--	13	27	--	52	46	--	17	8
White	77	1453	36122	99	97	99	527	521	501	3	2	5	5	5	10	31	44	50	61	50	35
Students with Disabilities	15	335	10295	100	89	92	457	469	443	27	17	33	27	22	26	27	45	33	20	16	8
Students without Disabilities	77	2174	69852	99	99	100	533	513	488	NA	3	7	NA	8	16	38	45	51	62	45	26
Limited English Proficient Students	NC	201	12722	NC	98	97	NC	442	441	NC	26	27	NC	32	33	NC	38	37	NC	3	3
Migrant Students	--	15	622	--	100	97	--	439	454	--	33	19	--	33	30	--	20	43	--	13	8
Economically Disadvantaged	NC	689	38371	NC	96	97	NC	475	465	NC	11	15	NC	20	23	NC	52	49	NC	17	13
Non-Economically Disadvantaged	85	1820	41776	99	98	100	524	520	498	4	2	6	5	5	11	33	42	49	59	50	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	2503	79686	98	97	98	500	486	470	2	7	11	12	16	24	67	64	57	19	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1183	39163	95	98	99	502	492	475	3	5	9	13	14	22	65	66	60	20	15	10
Male	51	1317	40438	100	97	97	498	480	465	2	8	13	12	18	25	69	62	54	18	11	7
African American	NC	128	4228	NC	93	98	NC	467	458	NC	7	15	NC	28	28	NC	59	53	NC	6	4
Hispanic	NC	752	33299	NC	98	98	NC	459	452	NC	16	17	NC	27	32	NC	52	47	NC	5	3
Asian/Pacific Islander	NC	148	2097	NC	100	99	NC	502	490	NC	2	5	NC	6	13	NC	74	68	NC	18	14
American Indian/Alaskan Native	--	23	4087	--	96	96	--	445	446	--	9	16	--	52	38	--	39	44	--	NA	2
White	76	1452	35914	97	97	98	505	500	489	1	2	5	9	10	15	70	70	67	20	18	14
Students with Disabilities	15	330	9808	100	88	87	444	447	432	13	22	35	47	30	32	40	41	30	NA	6	3
Students without Disabilities	76	2173	69878	97	99	100	511	491	475	NA	4	8	5	14	23	72	68	61	22	14	9
Limited English Proficient Students	NC	197	12594	NC	96	96	NC	415	422	NC	45	34	NC	38	45	NC	17	21	NC	NA	0
Migrant Students	--	15	611	--	100	95	--	412	439	--	47	22	--	33	39	--	20	37	--	NA	2
Economically Disadvantaged	NC	685	38095	NC	96	97	NC	452	452	NC	17	17	NC	31	32	NC	50	48	NC	2	3
Non-Economically Disadvantaged	84	1818	41591	98	98	99	504	498	486	1	3	6	11	10	16	68	70	65	20	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	2539	80372	99	99	99	519	492	475	NA	2	4	8	20	30	84	74	64	9	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1200	39452	98	99	99	528	503	488	NA	2	3	NA	13	22	90	80	72	10	5	3
Male	51	1336	40836	100	98	98	511	482	464	NA	3	6	14	27	37	78	68	56	8	2	1
African American	NC	131	4264	NC	96	99	NC	478	465	NC	2	5	NC	27	35	NC	68	59	NC	2	1
Hispanic	NC	763	33608	NC	99	99	NC	471	462	NC	4	6	NC	31	36	NC	63	57	NC	1	1
Asian/Pacific Islander	NC	148	2098	NC	100	99	NC	513	500	NC	NA	2	NC	10	16	NC	84	75	NC	6	7
American Indian/Alaskan Native	--	23	4128	--	96	97	--	468	464	--	4	4	--	35	39	--	61	56	--	NA	1
White	77	1474	36213	99	99	99	521	502	489	NA	1	2	5	14	22	86	80	72	9	5	3
Students with Disabilities	15	357	10526	100	95	94	472	455	427	NA	5	15	33	50	53	67	45	31	NA	1	1
Students without Disabilities	77	2182	69846	99	99	100	528	497	482	NA	2	3	3	15	26	87	79	69	10	4	2
Limited English Proficient Students	NC	203	12747	NC	99	97	NC	430	432	NC	12	12	NC	54	52	NC	34	36	NC	NA	0
Migrant Students	--	15	621	--	100	97	--	419	452	--	13	9	--	53	40	--	33	51	--	NA	0
Economically Disadvantaged	NC	696	38521	NC	97	98	NC	465	461	NC	4	6	NC	38	38	NC	57	55	NC	1	1
Non-Economically Disadvantaged	85	1843	41851	99	100	100	521	502	489	NA	1	3	6	14	22	85	80	72	9	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	65	2492	79306	97	98	99	529	526	504	9	6	13	8	11	20	52	52	49	31	31	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	1246	38845	94	97	99	518	527	505	10	6	11	3	10	20	62	53	50	24	31	18
Male	36	1243	40383	100	98	98	538	525	504	8	7	14	11	12	19	44	51	47	36	30	19
African American	NC	168	4171	NC	98	98	NC	511	485	NC	12	20	NC	18	26	NC	51	44	NC	20	10
Hispanic	11	722	32673	100	98	99	501	502	487	27	11	18	18	20	25	27	53	46	27	15	10
Asian/Pacific Islander	NC	172	2147	NC	100	99	NC	553	539	NC	2	5	NC	3	10	NC	45	46	NC	49	40
American Indian/Alaskan Native	--	29	4034	--	91	97	--	503	479	--	10	22	--	24	29	--	45	43	--	21	7
White	44	1400	36234	96	97	99	532	537	523	7	3	6	2	6	13	59	53	52	32	38	28
Students with Disabilities	13	352	10286	100	88	91	458	476	462	46	27	41	23	28	27	23	38	27	8	8	5
Students without Disabilities	52	2140	69020	96	99	100	547	533	510	NA	3	9	4	8	18	60	54	52	37	34	21
Limited English Proficient Students	NC	179	10291	NC	97	96	NC	467	458	NC	28	38	NC	34	34	NC	36	26	NC	2	2
Migrant Students	--	12	630	--	100	95	--	509	478	--	8	24	--	17	27	--	75	43	--	NA	6
Economically Disadvantaged	NC	673	37437	NC	97	97	NC	499	486	NC	12	19	NC	22	26	NC	53	46	NC	13	9
Non-Economically Disadvantaged	59	1819	41869	97	98	100	533	536	521	8	4	7	7	7	14	53	52	51	32	37	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	2499	79000	96	98	98	506	504	489	3	6	10	19	16	24	63	65	58	16	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	1252	38774	94	98	99	507	510	494	3	4	7	17	13	22	62	68	61	17	15	10
Male	35	1244	40150	97	98	98	505	498	485	3	7	12	20	19	25	63	62	55	14	12	8
African American	NC	170	4153	NC	99	98	NC	495	476	NC	6	13	NC	19	30	NC	67	53	NC	8	4
Hispanic	10	719	32508	91	98	98	NA	481	472	NA	10	15	NA	29	33	NA	55	49	NA	6	3
Asian/Pacific Islander	NC	172	2142	NC	100	99	NC	517	510	NC	3	4	NC	9	14	NC	72	67	NC	16	16
American Indian/Alaskan Native	--	30	4016	--	94	96	--	489	467	--	10	14	--	30	37	--	53	46	--	7	2
White	44	1407	36135	96	98	98	509	516	508	2	3	4	16	10	14	66	69	67	16	17	15
Students with Disabilities	12	358	9991	92	90	88	451	458	449	17	23	33	58	40	36	25	34	29	NA	3	2
Students without Disabilities	52	2141	69009	96	99	100	519	511	495	NA	3	6	10	13	22	71	70	62	19	15	10
Limited English Proficient Students	NC	175	10199	NC	95	95	NC	441	439	NC	31	35	NC	46	47	NC	23	18	NC	1	0
Migrant Students	--	12	629	--	100	95	--	477	457	--	NA	22	--	25	41	--	75	37	--	NA	1
Economically Disadvantaged	NC	672	37234	NC	97	97	NC	479	472	NC	11	15	NC	30	33	NC	53	50	NC	6	3
Non-Economically Disadvantaged	59	1827	41766	97	98	99	507	513	505	3	3	5	17	11	16	64	69	65	15	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	2528	79611	97	99	99	522	514	496	3	4	7	20	24	37	77	71	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	1263	39016	94	99	99	529	526	511	NA	3	4	21	17	29	79	79	66	NA	1	1
Male	36	1262	40519	100	99	98	517	503	482	6	5	10	19	31	44	75	63	46	NA	0	0
African American	NC	171	4188	NC	99	98	NC	514	486	NC	4	9	NC	20	40	NC	76	50	NC	NA	0
Hispanic	11	726	32855	100	99	99	468	491	481	18	7	10	36	37	43	45	55	47	NA	1	0
Asian/Pacific Islander	NC	172	2149	NC	100	100	NC	526	519	NC	5	4	NC	15	24	NC	78	70	NC	2	2
American Indian/Alaskan Native	--	32	3992	--	100	96	--	495	478	--	6	10	--	44	46	--	50	44	--	NA	0
White	44	1426	36380	96	99	99	536	525	511	NA	2	4	16	19	30	84	78	65	NA	1	1
Students with Disabilities	13	387	10664	100	97	94	479	461	440	8	14	23	62	53	54	31	32	22	NA	1	1
Students without Disabilities	52	2141	68947	96	99	100	533	523	504	2	2	4	10	19	34	88	78	61	NA	1	1
Limited English Proficient Students	NC	175	10362	NC	95	97	NC	437	438	NC	21	22	NC	57	57	NC	22	21	NC	1	NA
Migrant Students	--	12	636	--	100	96	--	487	467	--	NA	14	--	58	47	--	42	38	--	NA	0
Economically Disadvantaged	NC	679	37626	NC	98	98	NC	489	479	NC	8	10	NC	39	45	NC	53	45	NC	1	0
Non-Economically Disadvantaged	59	1849	41985	97	100	100	528	523	511	2	3	4	20	19	30	78	78	65	NA	1	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	2387	79327	98	98	98	566	543	518	5	11	19	5	12	20	45	49	46	45	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1181	38961	100	98	98	579	545	520	3	9	16	3	12	20	38	50	48	56	29	16
Male	30	1202	40295	97	97	97	550	541	516	7	12	21	7	12	19	53	49	44	33	27	16
African American	NC	162	4247	NC	98	98	NC	520	499	NC	13	27	NC	22	24	NC	52	41	NC	13	8
Hispanic	NC	687	32327	NC	98	98	NC	510	499	NC	22	27	NC	21	25	NC	45	41	NC	12	8
Asian/Pacific Islander	NC	160	1939	NC	99	99	NC	578	556	NC	1	6	NC	4	10	NC	46	47	NC	49	36
American Indian/Alaskan Native	NC	27	4391	NC	96	96	NC	521	489	NC	19	32	NC	22	27	NC	33	36	NC	26	4
White	44	1351	36373	98	97	98	574	558	538	5	5	10	2	7	14	41	52	52	52	36	25
Students with Disabilities	NC	316	9321	NC	88	87	NC	490	467	NC	35	54	NC	23	22	NC	35	21	NC	7	3
Students without Disabilities	57	2071	70006	98	99	100	576	550	524	NA	7	14	2	11	19	49	51	49	49	31	18
Limited English Proficient Students	NC	185	9431	NC	97	95	NC	471	466	NC	52	53	NC	25	27	NC	19	18	NC	3	1
Migrant Students	--	10	635	--	100	94	--	NA	488	--	NA	31	--	NA	29	--	NA	36	--	NA	4
Economically Disadvantaged	NC	637	37097	NC	97	97	NC	504	498	NC	26	27	NC	22	25	NC	43	41	NC	10	7
Non-Economically Disadvantaged	58	1750	42230	98	98	99	566	556	535	5	5	11	5	9	15	43	52	50	47	35	24

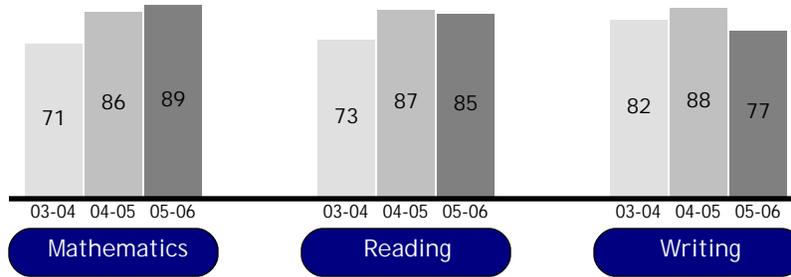
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	2389	79501	98	98	98	535	513	497	NA	6	10	9	17	25	81	70	60	9	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1180	39062	100	98	99	542	518	502	NA	5	8	3	14	23	88	74	64	9	8	5
Male	30	1205	40368	97	97	98	527	508	491	NA	7	13	17	21	27	73	65	57	10	7	3
African American	NC	162	4279	NC	98	99	NC	494	485	NC	9	14	NC	28	30	NC	60	54	NC	2	2
Hispanic	NC	684	32389	NC	98	98	NC	487	478	NC	14	16	NC	30	34	NC	53	48	NC	3	1
Asian/Pacific Islander	NC	160	1936	NC	99	99	NC	531	519	NC	1	3	NC	9	14	NC	76	73	NC	14	9
American Indian/Alaskan Native	NC	27	4401	NC	96	96	NC	497	473	NC	11	17	NC	26	40	NC	56	43	NC	7	1
White	44	1356	36446	98	98	99	540	526	516	NA	2	4	7	10	15	82	78	73	11	9	7
Students with Disabilities	NC	318	9411	NC	88	88	NC	469	453	NC	24	36	NC	38	36	NC	35	26	NC	3	1
Students without Disabilities	57	2071	70090	98	99	100	540	519	502	NA	3	7	5	14	24	86	75	65	9	8	5
Limited English Proficient Students	NC	182	9401	NC	95	94	NC	443	443	NC	43	40	NC	43	46	NC	14	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	NC	634	37183	NC	96	97	NC	481	479	NC	17	16	NC	32	34	NC	49	49	NC	2	1
Non-Economically Disadvantaged	58	1755	42318	98	98	99	535	524	513	NA	2	5	9	12	17	81	77	70	10	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	2426	80000	98	99	99	595	582	564	2	2	3	5	5	11	66	75	75	28	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1192	39288	100	99	99	620	595	579	NA	1	2	3	3	6	47	70	77	50	26	16
Male	30	1230	40644	97	99	98	567	569	549	3	3	4	7	7	15	87	80	74	3	10	7
African American	NC	164	4307	NC	99	99	NC	577	551	NC	1	4	NC	7	13	NC	79	75	NC	14	7
Hispanic	NC	694	32672	NC	99	99	NC	557	548	NC	4	4	NC	11	14	NC	76	76	NC	9	6
Asian/Pacific Islander	NC	160	1945	NC	99	99	NC	605	592	NC	1	1	NC	1	4	NC	67	69	NC	31	25
American Indian/Alaskan Native	NC	27	4424	NC	96	97	NC	575	549	NC	NA	3	NC	11	14	NC	67	77	NC	22	5
White	44	1381	36602	98	100	99	604	593	579	NA	1	2	5	2	7	66	75	75	30	21	16
Students with Disabilities	NC	346	9919	NC	96	93	NC	533	505	NC	5	9	NC	20	35	NC	71	54	NC	4	2
Students without Disabilities	57	2080	70081	98	100	100	603	590	571	2	1	2	NA	3	7	67	76	79	32	20	12
Limited English Proficient Students	NC	189	9571	NC	99	96	NC	501	502	NC	10	10	NC	30	29	NC	60	60	NC	NA	1
Migrant Students	--	10	654	--	100	97	--	NA	534	--	NA	7	--	NA	16	--	NA	74	--	NA	3
Economically Disadvantaged	NC	644	37534	NC	98	98	NC	552	547	NC	4	4	NC	13	15	NC	77	76	NC	7	5
Non-Economically Disadvantaged	58	1782	42466	98	100	100	594	593	578	2	1	2	5	3	7	66	74	75	28	22	16

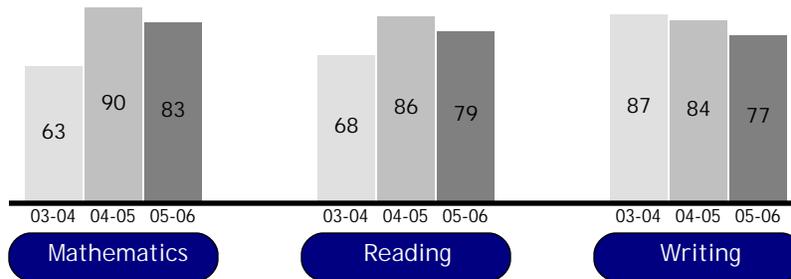
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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	100	72	NA	58	100	67	53	47	99	73	56	46
	Language	100	61	58	50	100	68	52	47	99	79	59	48
	Mathematics	100	79	71	64	100	72	58	50	99	83	65	52
3	Reading	98	61	NA	55	100	59	54	44	99	63	58	46
	Language	100	67	66	61	100	55	52	44	99	61	56	46
	Mathematics	100	69	66	61	99	67	61	51	99	68	63	52
4	Reading	96	82	NA	56	100	66	56	48	99	67	61	52
	Language	100	61	59	52	100	64	56	49	99	73	63	52
	Mathematics	100	81	68	61	100	73	62	53	99	79	72	58
5	Reading	98	67	NA	55	100	64	57	50	97	67	65	56
	Language	100	60	56	49	100	64	58	50	97	67	63	54
	Mathematics	100	75	69	63	100	67	58	49	97	65	65	52
6	Reading	100	72	NA	56	98	67	60	51	98	73	67	56
	Language	100	63	57	48	98	63	55	47	98	75	59	50
	Mathematics	100	81	74	66	98	74	63	52	98	78	72	58

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

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

School Site Council

Council Composition

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

Council Duties

- ü Curriculum
- ü Volunteerism
- ü School Policy
- ü School Governance
- ü Textbooks and Materials
- ü Establish and Direct School Goals

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	2.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Library

Extracurricular Activities

- ü After School Band/Morning Orchestra
- ü After School Chorus
- ü After School Tutoring Programs
- ü After School Sports Programs

Social Services

- ü Before and After School Care
- ü Parent Teacher Organization (PTO)
- ü Parent Spalding Classes
- ü District Parenting Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Grown from less than 300 students our first year, to 740 students at this time. Because of the success of our program, positive parent and student satisfaction, and word of mouth advertising, we opened a second traditional school this year.
  
- ü Successful implementation of the school has resulted in the plan to add a third traditional school to be opened for the 2006-2007 school year. This will provide the traditional school choice in most sections of the school district.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Chandler Traditional Academy actively monitors the safety and security of our students. We maintain a secured campus throughout the day. Entrance is only permitted through selected doorways. Fire and lock-down drills are scheduled and completed.

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) :

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	Lynn Roberts and Denise Underwood	(480) 883-4900
Transportation Policy	Beth Bader	(480) 883-4900
Community Resources	Officer Will Vanley	(480) 201-2206
School Nutrition Programs	Mario Garcia	(480) 883-4900
Parent Organization	Jennifer Townsley and Michelle Whitmire	(480) 883-4900
Student Health/Nurse	Jolye Bartelme	(480) 883-4900

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

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

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

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

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