



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8150 W. Durango, Phoenix, AZ 85043

Fowler 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 Plus
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 : Dr. Colleen Grove-Rodgers
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-5
 Web Address : www.fesd.org
 Phone Number : (623) 707-2000
 Fax Number : (623) 707-2015
 E-mail : crodgers@fesd.org

Mission

Our mission is to provide a positive, safe, nurturing school that fosters self-esteem and respect for others. Each student will be challenged by a relevant, success-oriented education promoting self-directed, lifelong learning.

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 Increase the percentage of second grade students who score at the 50%ile on the Terra Nova Norm Referenced Test.
- ü Increase the percentage of third through fifth grade students meeting or exceeding the standards on AIMS Dual Purpose Assessment.
- ü 80% of all first through fifth grade students will be on or above grade level in reading based on the Success For All Assessments.
- ü 95% of all second and fourth grade students will complete their monthly Mathematics MAC-Ro booklets and be eligible for the Superintendent's Club.

Enrollment

October 1, 2005 School Year Student Enrollment : 663
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 37

Instructional Programs

- ü Success For All Reading (K-5)
- ü Saxon Mathematics (K-5)
- ü Six Trait Writing (K-5)
- ü Writing Wings (3-5)
- ü Harcourt Social Studies (K-5)
- ü Scott Foresman Science (K-5)
- ü Character Counts (K-5)
- ü Pangrazzi Physical Education Program

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/1/2005
Last Day of School :	6/7/2006

Shared Responsibilities

School

All first through fifth grade students attend a 90-minute SFA reading block at their ability level each day. The curriculum is aligned to the Arizona State Standards in reading, writing, mathematics, social studies, science and health. Students are assessed to ensure mastery of these state standards. All instructional materials, parent handbook, and Code of Conduct are provided to each student.

Parents

Children are to attend school daily and be prepared to engage in learning. Open communication is present between the parent and school so an appropriate learning climate is created for all. Parents need to assist their children with daily homework assignments and attend all parent teachers meetings.

Transportation Policy

The Fowler Elementary School District provides bus transportation for students who are residents of the school attendance area and reside more than one mile from the school or have disabilities as indicated in their Individual Education Plans.

School Honors

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

Award/Honor	Year
ü Arizona Artist in Residence Grant	2004
ü Character Counts Grant	2004
ü Artist in Residence Grant	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	108	495	80010	100	100	99	439	429	447	18	17	10	9	23	18	61	52	53	12	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	234	38935	100	100	99	444	434	447	15	12	9	6	24	19	65	54	55	13	10	17
Male	54	259	40974	100	98	98	437	424	448	17	20	11	13	22	18	59	51	52	11	7	19
African American	12	42	4201	92	100	99	442	430	430	8	12	17	8	21	23	67	60	51	17	7	9
Hispanic	76	400	34545	100	99	99	439	428	432	21	18	14	8	23	24	59	51	53	12	8	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	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	17	41	35142	100	100	99	449	440	465	NA	5	5	18	27	11	71	59	56	12	10	28
Students with Disabilities	NC	34	10161	NC	92	93	NC	390	419	NC	50	28	NC	35	28	NC	15	36	NC	NA	8
Students without Disabilities	101	461	69849	100	100	100	441	431	451	14	14	7	8	22	17	65	55	56	13	9	19
Limited English Proficient Students	18	164	14013	100	98	97	397	404	413	56	32	24	11	32	34	28	35	39	6	1	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	71	405	39029	96	96	98	436	425	432	15	17	14	10	25	25	68	52	52	7	6	9
Non-Economically Disadvantaged	37	90	40981	100	100	100	446	446	462	22	17	6	8	12	13	49	51	54	22	20	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	108	484	79438	100	97	98	439	425	451	16	20	9	31	36	24	49	41	56	5	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	233	38775	100	100	99	450	435	457	12	14	7	27	34	22	52	46	58	10	6	13
Male	54	249	40560	100	94	97	431	416	446	17	24	12	35	39	25	48	36	54	NA	1	9
African American	12	40	4178	92	98	98	436	428	439	8	10	13	33	40	29	58	50	52	NA	NA	6
Hispanic	76	392	34297	100	97	98	436	423	434	18	21	14	33	36	31	45	39	50	4	3	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	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	17	41	34887	100	100	98	465	441	471	NA	12	4	18	29	15	71	51	63	12	7	18
Students with Disabilities	NC	24	9588	NC	65	88	NC	377	416	NC	67	30	NC	25	32	NC	8	34	NC	NA	5
Students without Disabilities	101	460	69850	100	100	100	441	427	456	12	17	7	31	37	23	52	42	59	5	4	12
Limited English Proficient Students	18	163	13856	100	97	96	395	394	407	44	40	27	39	44	43	11	15	29	6	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	71	395	38685	96	94	97	435	421	435	13	21	14	34	39	32	52	38	50	1	3	5
Non-Economically Disadvantaged	37	89	40753	100	100	99	447	447	467	22	16	5	24	22	16	43	54	62	11	8	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	108	496	79971	100	100	99	424	408	423	6	11	8	49	48	41	42	39	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	233	38974	100	100	99	436	423	437	6	8	5	40	39	33	48	50	57	6	3	4
Male	54	261	40895	100	98	98	414	394	410	6	14	10	57	56	47	37	29	41	NA	1	2
African American	12	42	4203	92	100	99	444	423	411	NA	10	11	42	36	45	58	52	43	NA	2	2
Hispanic	76	401	34481	100	99	99	421	405	410	7	12	10	53	49	46	37	37	43	4	1	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	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	17	41	35150	100	100	99	428	417	437	6	5	5	41	54	35	53	41	56	NA	NA	5
Students with Disabilities	NC	32	10258	NC	86	94	NC	335	377	NC	47	23	NC	47	51	NC	6	25	NC	NA	1
Students without Disabilities	101	464	69713	100	100	100	428	412	429	2	9	5	50	48	39	45	41	52	3	2	3
Limited English Proficient Students	18	166	13985	100	99	97	389	370	382	6	21	18	72	60	54	22	19	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	72	405	38994	97	96	98	422	404	409	4	11	10	51	50	47	42	38	41	3	1	1
Non-Economically Disadvantaged	36	91	40977	100	100	100	428	426	437	11	11	5	44	40	34	42	45	56	3	4	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	107	469	80147	100	100	99	464	463	482	14	17	11	26	21	17	50	51	49	10	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	218	39281	100	99	99	470	465	483	14	15	9	22	21	17	53	53	50	12	11	24
Male	56	249	40780	100	100	98	459	462	482	14	18	12	30	21	17	46	49	48	9	12	24
African American	17	44	4249	100	100	99	450	457	464	24	23	17	29	23	22	35	45	48	12	9	13
Hispanic	79	366	33494	100	99	99	464	460	466	13	17	15	28	23	23	52	50	49	8	10	14
Asian/Pacific Islander	NC	10	2103	NC	100	99	NC	NA	515	NC	NA	4	NC	NA	8	NC	NA	44	NC	NA	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	NC	44	36122	NC	100	99	NC	486	501	NC	7	5	NC	7	10	NC	66	50	NC	20	35
Students with Disabilities	NC	32	10295	NC	91	92	NC	413	443	NC	63	33	NC	13	26	NC	25	33	NC	NA	8
Students without Disabilities	99	437	69852	100	100	100	468	467	488	10	14	7	26	22	16	53	53	51	11	12	26
Limited English Proficient Students	17	126	12722	100	98	97	435	435	441	18	29	27	53	36	33	29	33	37	NA	2	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	83	388	38371	100	98	97	460	460	465	13	18	15	30	21	23	48	51	49	8	10	13
Non-Economically Disadvantaged	24	81	41776	100	100	100	479	476	498	17	10	6	13	20	11	54	52	49	17	19	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	107	465	79686	100	99	98	453	445	470	16	20	11	36	36	24	44	42	57	4	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	217	39163	100	98	99	462	452	475	10	13	9	35	36	22	47	47	60	8	3	10
Male	56	247	40438	100	99	97	444	439	465	21	25	13	38	36	25	41	36	54	NA	2	7
African American	17	43	4228	100	98	98	446	446	458	24	23	15	29	28	28	47	47	53	NA	2	4
Hispanic	79	364	33299	100	99	98	451	442	452	14	21	17	41	38	32	43	39	47	3	2	3
Asian/Pacific Islander	NC	10	2097	NC	100	99	NC	NA	490	NC	NA	5	NC	NA	13	NC	NA	68	NC	NA	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	NC	44	35914	NC	100	98	NC	465	489	NC	9	5	NC	30	15	NC	52	67	NC	9	14
Students with Disabilities	NC	29	9808	NC	83	87	NC	404	432	NC	55	35	NC	34	32	NC	10	30	NC	NA	3
Students without Disabilities	99	436	69878	100	100	100	457	448	475	12	17	8	36	36	23	47	44	61	4	3	9
Limited English Proficient Students	17	125	12594	100	98	96	418	413	422	29	42	34	59	46	45	12	12	21	NA	NA	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	83	386	38095	100	97	97	447	441	452	16	21	17	43	39	32	39	38	48	2	2	3
Non-Economically Disadvantaged	24	79	41591	100	100	99	475	468	486	17	13	6	13	22	16	63	58	65	8	8	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	107	470	80372	100	100	99	455	454	475	6	7	4	50	44	30	45	49	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	219	39452	100	99	99	474	470	488	2	4	3	39	35	22	59	59	72	NA	1	3
Male	56	249	40836	100	100	98	438	441	464	9	8	6	59	51	37	32	40	56	NA	0	1
African American	17	44	4264	100	100	99	454	458	465	NA	5	5	59	43	35	41	52	59	NA	NA	1
Hispanic	79	367	33608	100	99	99	456	452	462	5	7	6	52	46	36	43	46	57	NA	1	1
Asian/Pacific Islander	NC	10	2098	NC	100	99	NC	NA	500	NC	NA	2	NC	NA	16	NC	NA	75	NC	NA	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	NC	44	36213	NC	100	99	NC	464	489	NC	7	2	NC	32	22	NC	61	72	NC	NA	3
Students with Disabilities	NC	31	10526	NC	89	94	NC	387	427	NC	29	15	NC	55	53	NC	16	31	NC	NA	1
Students without Disabilities	99	439	69846	100	100	100	460	458	482	3	5	3	49	43	26	47	51	69	NA	1	2
Limited English Proficient Students	17	127	12747	100	99	97	434	420	432	NA	13	12	88	65	52	12	21	36	NA	1	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	83	390	38521	100	98	98	448	451	461	5	7	6	57	47	38	39	46	55	NA	1	1
Non-Economically Disadvantaged	24	80	41851	100	100	100	482	470	489	8	6	3	25	30	22	67	63	72	NA	1	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	99	462	79306	99	99	99	509	489	504	12	18	13	24	28	20	43	44	49	20	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	232	38845	100	98	99	515	491	505	12	16	11	21	29	20	38	43	50	29	13	18
Male	47	229	40383	98	100	98	502	487	504	13	21	14	28	27	19	49	45	47	11	7	19
African American	16	38	4171	100	100	98	493	481	485	25	24	20	25	26	26	31	42	44	19	8	10
Hispanic	64	365	32673	98	99	99	500	484	487	11	19	18	28	31	25	47	42	46	14	8	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	17	50	36234	100	100	99	544	524	523	6	14	6	12	12	13	41	48	52	41	26	28
Students with Disabilities	11	56	10286	100	95	91	440	439	462	64	70	41	36	20	27	NA	9	27	NA	2	5
Students without Disabilities	88	406	69020	99	100	100	517	495	510	6	11	9	23	29	18	49	49	52	23	11	21
Limited English Proficient Students	13	99	10291	100	98	96	458	447	458	38	48	38	31	38	34	31	13	26	NA	NA	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	69	382	37437	99	97	97	497	486	486	14	19	19	30	29	26	41	44	46	14	8	9
Non-Economically Disadvantaged	30	80	41869	100	100	100	537	504	521	7	16	7	10	23	14	50	44	51	33	18	27

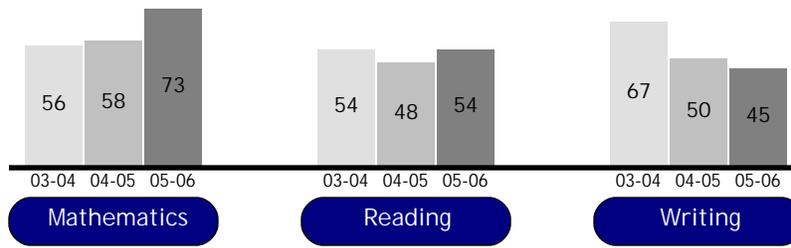
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	456	79000	99	98	98	477	468	489	9	15	10	37	38	24	47	44	58	6	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	228	38774	100	97	99	487	475	494	10	13	7	25	34	22	56	49	61	10	5	10
Male	47	227	40150	98	99	98	467	461	485	9	18	12	51	42	25	38	39	55	2	1	8
African American	16	35	4153	100	92	98	472	472	476	13	11	13	44	43	30	38	43	53	6	3	4
Hispanic	64	362	32508	98	98	98	468	463	472	11	17	15	41	40	33	47	41	49	2	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	17	50	36135	100	100	98	507	500	508	NA	4	4	24	26	14	59	58	67	18	12	15
Students with Disabilities	11	50	9991	100	85	88	415	425	449	45	48	33	55	44	36	NA	8	29	NA	NA	2
Students without Disabilities	88	406	69009	99	100	100	485	473	495	5	11	6	35	37	22	53	48	62	7	3	10
Limited English Proficient Students	13	98	10199	100	97	95	433	430	439	31	43	35	62	50	47	8	7	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	69	376	37234	99	95	97	464	465	472	12	15	15	46	41	33	41	41	50	1	2	3
Non-Economically Disadvantaged	30	80	41766	100	100	99	507	485	505	3	14	5	17	23	16	63	56	65	17	8	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	99	460	79611	99	99	99	505	482	496	2	11	7	41	41	37	57	48	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	231	39016	100	98	99	519	500	511	NA	6	4	35	38	29	65	55	66	NA	1	1
Male	47	228	40519	98	99	98	489	464	482	4	16	10	49	43	44	47	41	46	NA	0	0
African American	16	38	4188	100	100	98	496	482	486	NA	11	9	63	50	40	38	39	50	NA	NA	0
Hispanic	64	363	32855	98	98	99	498	478	481	3	12	10	41	42	43	56	46	47	NA	0	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	17	50	36380	100	100	99	531	517	511	NA	8	4	29	22	30	71	68	65	NA	2	1
Students with Disabilities	11	57	10664	100	97	94	438	408	440	9	42	23	91	49	54	NA	7	22	NA	2	1
Students without Disabilities	88	403	68947	99	99	100	513	492	504	1	7	4	35	39	34	64	53	61	NA	0	1
Limited English Proficient Students	13	96	10362	100	95	97	485	425	438	NA	29	22	69	53	57	31	18	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	69	381	37626	99	96	98	496	477	479	3	12	10	46	44	45	51	44	45	NA	1	0
Non-Economically Disadvantaged	30	79	41985	100	100	100	525	510	511	NA	6	4	30	25	30	70	67	65	NA	1	1

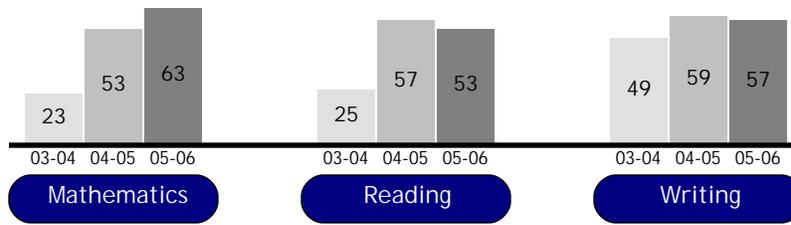
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	89	35	NA	58	100	42	31	47	99	39	27	46
	Language	98	27	22	50	100	50	33	47	99	48	30	48
	Mathematics	99	45	40	64	100	54	41	50	99	59	44	52
3	Reading	92	36	NA	55	100	32	25	44	100	35	25	46
	Language	94	48	37	61	100	33	27	44	100	39	28	46
	Mathematics	94	47	45	61	100	39	36	51	100	44	35	52
4	Reading	99	35	NA	56	97	42	36	48	100	41	35	52
	Language	100	37	33	52	97	43	35	49	100	37	35	52
	Mathematics	99	42	42	61	97	50	43	53	100	44	44	58
5	Reading	100	41	NA	55	100	43	34	50	99	46	41	56
	Language	100	35	33	49	100	40	34	50	99	46	37	54
	Mathematics	100	49	45	63	100	40	35	49	99	52	39	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)
- 7 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Wide Goals
- Ü School Safety
- Ü Parent Involvement
- Ü A+ Schools Application
- Ü Student Achievement
- Ü Public Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	4.50	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	4	0	0
4 to 6 years	9	6	0	0
7 to 9 years	1	1	0	0
10 or more years	23	13	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certification.	12
Percent of teachers in the school with Emergency/Provisional Certification	30%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü Art Room
- Ü Media Center
- Ü Instructional Computer Lab
- Ü Multipurpose Room

Extracurricular Activities

- Ü Band
- Ü Choir
- Ü Student Council
- Ü School Newspaper
- Ü Young Champions Karate
- Ü Young Champions Pom & Cheer
- Ü Young Champions Soccer

Social Services

- Ü Before & After School Day Care
- Ü Psychologist
- Ü Touchstone Counseling
- Ü Health Clinic
- Ü Dental Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Success for All (SFA) is a comprehensive reading program in which all 1st-5th grade students receive 90 minutes of reading at their level each day. Based on the SFA Assessments, 74% of these students are at or above grade level in reading.

- ü Our goal was to create a sense of community and increase parental involvement. We attained this goal through a Thanksgiving Community Dinner, SFA Day, Family Math Night, Science Fair, Spring Carnival, Multi-cultural Fair and student performances.

- ü Based on the AIMS Dual Purpose Assessment, Sun Canyon School has made Adequate Yearly Progress (AYP) during the 2002-2003, 2003-2004, 2004-2005, and 2005-2006 school years. Sun Canyon has been a Performing Plus School for the past two years.

- ü Our Parent Staff Organization (PSO) provides student incentives for homework and instructional materials for the classrooms. PSO sponsors Bingo for our community and collaborates with the staff in all school events.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	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

We have implemented the Character Counts Program which teaches our students the six positive character traits. We have trained 4th and 5th grade peer mediators to help resolve conflicts between students. Our Crisis Management Plan has monthly fire and semester lock-down drills. Staff wear ID badges and visitors register in the office. Parents drop off and pick up their children in a supervised area. Home visits determine the welfare of our students.

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	Colleen Grove Rodgers	(623) 707-2003
Transportation Policy	Ignacio Fernandez	(623) 707-4519
Community Resources	Quebec Logan	(623) 707-2000
School Nutrition Programs	Mary Donovan	(623) 707-4516
Parent Organization	Lupita Canez	(623) 707-2000
Student Health/Nurse	Rebecca Aragon	(623) 707-2004

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.