



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7301 E. Baseline Road, Mesa, AZ 85209

Noah Webster Basic School

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	Excelling
2004-05	Highly Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Kelly S. Wade
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 Web Address : noahwebster.org
 Phone Number : (480) 986-2335
 Fax Number : (480) 354-3490
 E-mail : kwade@noahwebster.org

Mission

Our mission is to have a teacher in every classroom who cares that every day every student learns, progresses and experiences success. We take responsibility and are accountable for the progress of each student.

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 We will significantly increase the percentage of students in the 'exceeds' and 'meets' category in reading, writing and math on the state mandated testing.
- ü Student reading scores will improve by 2% each school year.
- ü All students will master the Arizona State Standards objectives for their grade level.
- ü 95% of our students will make one year's progress on MAP scores.

Enrollment

October 1, 2005 School Year Student Enrollment : 1205
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 1078

Instructional Programs

- Full-day Kindergarten
- On-site Special Education
- Title I Programs
- Gifted Classes
- Technology Based Learning

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The school will provide a safe environment where students are respected and challenged academically. A parent handbook with policies and procedures is provided, as well as weekly school to home communication.

Parents

The parents are responsible to make sure their child attends school every day, stay in communication with and support their child's teacher, and support the school's discipline and homework policies.

Transportation Policy

Noah Webster Basic School provides limited busing within a ten-mile radius of the school.

School Honors

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

Award/Honor	Year
• United Way Recognition Award for Monies Donated	2001
• Time Magazine Recognized Noah Successful Charter School	2001
• Bully Prevention Program Recognized by State Top 3	2003
• Investment Grade Rated School Bonding for new campus	2004

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	166	166	80010	98	98	99	464	464	447	4	4	10	11	11	18	61	61	53	25	25	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	84	38935	98	98	99	462	462	447	5	5	9	8	8	19	65	65	55	21	21	17
Male	82	82	40974	99	99	98	466	466	448	2	2	11	13	13	18	56	56	52	28	28	19
African American	13	13	4201	100	100	99	450	450	430	15	15	17	NA	NA	23	69	69	51	15	15	9
Hispanic	24	24	34545	100	100	99	452	452	432	8	8	14	17	17	24	54	54	53	21	21	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	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	126	126	35142	98	98	99	467	467	465	2	2	5	11	11	11	62	62	56	25	25	28
Students with Disabilities	15	15	10161	94	94	93	424	424	419	13	13	28	47	47	28	33	33	36	7	7	8
Students without Disabilities	151	151	69849	99	99	100	468	468	451	3	3	7	7	7	17	64	64	56	26	26	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	42	42	39029	100	100	98	450	450	432	12	12	14	12	12	25	55	55	52	21	21	9
Non-Economically Disadvantaged	124	124	40981	98	98	100	469	469	462	1	1	6	10	10	13	63	63	54	26	26	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	168	168	79438	99	99	98	468	468	451	3	3	9	13	13	24	73	73	56	12	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	85	38775	99	99	99	470	470	457	4	4	7	14	14	22	66	66	58	16	16	13
Male	83	83	40560	100	100	97	465	465	446	2	2	12	11	11	25	80	80	54	7	7	9
African American	13	13	4178	100	100	98	450	450	439	8	8	13	8	8	29	85	85	52	NA	NA	6
Hispanic	24	24	34297	100	100	98	461	461	434	4	4	14	17	17	31	71	71	50	8	8	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	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	128	128	34887	99	99	98	471	471	471	2	2	4	13	13	15	71	71	63	14	14	18
Students with Disabilities	16	16	9588	100	100	88	438	438	416	19	19	30	25	25	32	56	56	34	NA	NA	5
Students without Disabilities	152	152	69850	99	99	100	471	471	456	1	1	7	11	11	23	74	74	59	13	13	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	42	42	38685	100	100	97	451	451	435	7	7	14	21	21	32	67	67	50	5	5	5
Non-Economically Disadvantaged	126	126	40753	99	99	99	473	473	467	2	2	5	10	10	16	75	75	62	14	14	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	167	167	79971	99	99	99	432	432	423	4	4	8	41	41	41	51	51	49	4	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	84	38974	98	98	99	440	440	437	4	4	5	33	33	33	55	55	57	8	8	4
Male	83	83	40895	100	100	98	424	424	410	5	5	10	48	48	47	47	47	41	NA	NA	2
African American	12	12	4203	92	92	99	442	442	411	NA	NA	11	33	33	45	67	67	43	NA	NA	2
Hispanic	24	24	34481	100	100	99	429	429	410	8	8	10	42	42	46	42	42	43	8	8	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	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	128	128	35150	99	99	99	432	432	437	4	4	5	41	41	35	52	52	56	4	4	5
Students with Disabilities	16	16	10258	100	100	94	372	372	377	25	25	23	63	63	51	13	13	25	NA	NA	1
Students without Disabilities	151	151	69713	99	99	100	438	438	429	2	2	5	38	38	39	55	55	52	5	5	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	41	41	38994	98	98	98	427	427	409	5	5	10	44	44	47	49	49	41	2	2	1
Non-Economically Disadvantaged	126	126	40977	99	99	100	434	434	437	4	4	5	40	40	34	52	52	56	5	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	162	162	80147	98	98	99	523	523	482	4	4	11	4	4	17	40	40	49	52	52	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	76	39281	99	99	99	527	527	483	3	3	9	3	3	17	39	39	50	55	55	24
Male	86	86	40780	97	97	98	520	520	482	5	5	12	6	6	17	40	40	48	50	50	24
African American	11	11	4249	100	100	99	497	497	464	9	9	17	NA	NA	22	55	55	48	36	36	13
Hispanic	23	23	33494	96	96	99	511	511	466	4	4	15	4	4	23	43	43	49	48	48	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	123	123	36122	98	98	99	526	526	501	3	3	5	4	4	10	39	39	50	54	54	35
Students with Disabilities	14	14	10295	93	93	92	510	510	443	7	7	33	14	14	26	36	36	33	43	43	8
Students without Disabilities	148	148	69852	98	98	100	525	525	488	3	3	7	3	3	16	40	40	51	53	53	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	45	45	38371	98	98	97	501	501	465	9	9	15	9	9	23	40	40	49	42	42	13
Non-Economically Disadvantaged	117	117	41776	98	98	100	532	532	498	2	2	6	3	3	11	39	39	49	56	56	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	162	162	79686	98	98	98	496	496	470	2	2	11	11	11	24	71	71	57	16	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	76	39163	99	99	99	500	500	475	1	1	9	7	7	22	75	75	60	17	17	10
Male	86	86	40438	97	97	97	493	493	465	2	2	13	15	15	25	67	67	54	15	15	7
African American	11	11	4228	100	100	98	475	475	458	NA	NA	15	18	18	28	82	82	53	NA	NA	4
Hispanic	23	23	33299	96	96	98	492	492	452	NA	NA	17	13	13	32	70	70	47	17	17	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	123	123	35914	98	98	98	499	499	489	2	2	5	11	11	15	72	72	67	15	15	14
Students with Disabilities	14	14	9808	93	93	87	487	487	432	7	7	35	29	29	32	36	36	30	29	29	3
Students without Disabilities	148	148	69878	98	98	100	497	497	475	1	1	8	9	9	23	74	74	61	15	15	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	45	45	38095	98	98	97	473	473	452	7	7	17	20	20	32	69	69	48	4	4	3
Non-Economically Disadvantaged	117	117	41591	98	98	99	505	505	486	NA	NA	6	8	8	16	72	72	65	21	21	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	162	162	80372	98	98	99	500	500	475	2	2	4	15	15	30	78	78	64	5	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	76	39452	99	99	99	509	509	488	NA	NA	3	11	11	22	83	83	72	7	7	3
Male	86	86	40836	97	97	98	491	491	464	3	3	6	20	20	37	73	73	56	3	3	1
African American	11	11	4264	100	100	99	485	485	465	NA	NA	5	9	9	35	91	91	59	NA	NA	1
Hispanic	22	22	33608	92	92	99	499	499	462	5	5	6	9	9	36	77	77	57	9	9	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	124	124	36213	98	98	99	501	501	489	2	2	2	17	17	22	77	77	72	5	5	3
Students with Disabilities	14	14	10526	93	93	94	484	484	427	7	7	15	29	29	53	57	57	31	7	7	1
Students without Disabilities	148	148	69846	98	98	100	501	501	482	1	1	3	14	14	26	80	80	69	5	5	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	44	44	38521	96	96	98	487	487	461	5	5	6	25	25	38	68	68	55	2	2	1
Non-Economically Disadvantaged	118	118	41851	98	98	100	504	504	489	1	1	3	12	12	22	81	81	72	6	6	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	147	147	79306	98	98	99	523	523	504	10	10	13	10	10	20	52	52	49	29	29	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	80	38845	96	96	99	522	522	505	6	6	11	10	10	20	58	58	50	26	26	18
Male	67	67	40383	100	100	98	525	525	504	13	13	14	10	10	19	45	45	47	31	31	19
African American	14	14	4171	100	100	98	498	498	485	7	7	20	14	14	26	79	79	44	NA	NA	10
Hispanic	24	24	32673	96	96	99	507	507	487	21	21	18	13	13	25	38	38	46	29	29	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	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	103	103	36234	98	98	99	529	529	523	8	8	6	9	9	13	51	51	52	32	32	28
Students with Disabilities	17	17	10286	100	100	91	462	462	462	41	41	41	24	24	27	29	29	27	6	6	5
Students without Disabilities	130	130	69020	98	98	100	531	531	510	5	5	9	8	8	18	55	55	52	32	32	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	42	42	37437	95	95	97	525	525	486	5	5	19	12	12	26	57	57	46	26	26	9
Non-Economically Disadvantaged	105	105	41869	99	99	100	523	523	521	11	11	7	10	10	14	50	50	51	30	30	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	147	147	79000	98	98	98	504	504	489	5	5	10	16	16	24	66	66	58	14	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	80	38774	96	96	99	507	507	494	5	5	7	14	14	22	68	68	61	14	14	10
Male	67	67	40150	100	100	98	502	502	485	4	4	12	18	18	25	64	64	55	13	13	8
African American	14	14	4153	100	100	98	492	492	476	7	7	13	14	14	30	79	79	53	NA	NA	4
Hispanic	24	24	32508	96	96	98	488	488	472	13	13	15	17	17	33	63	63	49	8	8	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	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	103	103	36135	98	98	98	507	507	508	3	3	4	17	17	14	66	66	67	15	15	15
Students with Disabilities	17	17	9991	100	100	88	458	458	449	18	18	33	47	47	36	35	35	29	NA	NA	2
Students without Disabilities	130	130	69009	98	98	100	510	510	495	3	3	6	12	12	22	70	70	62	15	15	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	42	42	37234	95	95	97	505	505	472	5	5	15	17	17	33	67	67	50	12	12	3
Non-Economically Disadvantaged	105	105	41766	99	99	99	504	504	505	5	5	5	15	15	16	66	66	65	14	14	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	148	148	79611	99	99	99	525	525	496	3	3	7	20	20	37	75	75	56	3	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	82	39016	99	99	99	541	541	511	1	1	4	13	13	29	82	82	66	4	4	1
Male	66	66	40519	99	99	98	506	506	482	5	5	10	27	27	44	67	67	46	2	2	0
African American	13	13	4188	93	93	98	538	538	486	NA	NA	9	15	15	40	85	85	50	NA	NA	0
Hispanic	25	25	32855	100	100	99	523	523	481	NA	NA	10	20	20	43	76	76	47	4	4	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	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	104	104	36380	99	99	99	521	521	511	4	4	4	21	21	30	73	73	65	2	2	1
Students with Disabilities	17	17	10664	100	100	94	468	468	440	12	12	23	41	41	54	47	47	22	NA	NA	1
Students without Disabilities	131	131	68947	98	98	100	533	533	504	2	2	4	17	17	34	79	79	61	3	3	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	43	43	37626	98	98	98	521	521	479	5	5	10	21	21	45	72	72	45	2	2	0
Non-Economically Disadvantaged	105	105	41985	99	99	100	527	527	511	2	2	4	19	19	30	76	76	65	3	3	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	101	101	79327	98	98	98	552	552	518	3	3	19	11	11	20	57	57	46	29	29	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	63	38961	98	98	98	550	550	520	5	5	16	13	13	20	54	54	48	29	29	16
Male	38	38	40295	97	97	97	556	556	516	NA	NA	21	8	8	19	63	63	44	29	29	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	16	16	32327	100	100	98	540	540	499	NA	NA	27	6	6	25	81	81	41	13	13	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	76	76	36373	97	97	98	556	556	538	3	3	10	13	13	14	53	53	52	32	32	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	95	95	70006	98	98	100	553	553	524	3	3	14	8	8	19	60	60	49	28	28	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	22	22	37097	96	96	97	539	539	498	9	9	27	14	14	25	50	50	41	27	27	7
Non-Economically Disadvantaged	79	79	42230	99	99	99	556	556	535	1	1	11	10	10	15	59	59	50	29	29	24

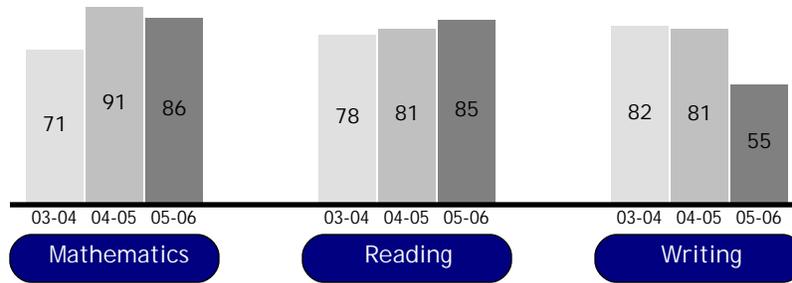
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	101	79501	98	98	98	519	519	497	NA	NA	10	15	15	25	78	78	60	7	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	63	39062	98	98	99	522	522	502	NA	NA	8	10	10	23	84	84	64	6	6	5
Male	38	38	40368	97	97	98	513	513	491	NA	NA	13	24	24	27	68	68	57	8	8	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	16	16	32389	100	100	98	503	503	478	NA	NA	16	25	25	34	75	75	48	NA	NA	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	76	76	36446	97	97	99	522	522	516	NA	NA	4	12	12	15	80	80	73	8	8	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	95	95	70090	98	98	100	521	521	502	NA	NA	7	13	13	24	80	80	65	7	7	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	22	22	37183	96	96	97	506	506	479	NA	NA	16	32	32	34	59	59	49	9	9	1
Non-Economically Disadvantaged	79	79	42318	99	99	99	523	523	513	NA	NA	5	10	10	17	84	84	70	6	6	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	102	102	80000	99	99	99	582	582	564	1	1	3	2	2	11	81	81	75	16	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	63	39288	98	98	99	593	593	579	NA	NA	2	NA	NA	6	81	81	77	19	19	16
Male	39	39	40644	100	100	98	564	564	549	3	3	4	5	5	15	82	82	74	10	10	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	16	16	32672	100	100	99	580	580	548	NA	NA	4	6	6	14	81	81	76	13	13	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	77	77	36602	99	99	99	582	582	579	1	1	2	1	1	7	81	81	75	17	17	16
Students with Disabilities	NC	NC	9919	NC	NC	93	NC	NC	505	NC	NC	9	NC	NC	35	NC	NC	54	NC	NC	2
Students without Disabilities	96	96	70081	99	99	100	584	584	571	1	1	2	1	1	7	81	81	79	17	17	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	23	23	37534	100	100	98	577	577	547	NA	NA	4	4	4	15	91	91	76	4	4	5
Non-Economically Disadvantaged	79	79	42466	99	99	100	583	583	578	1	1	2	1	1	7	78	78	75	19	19	16

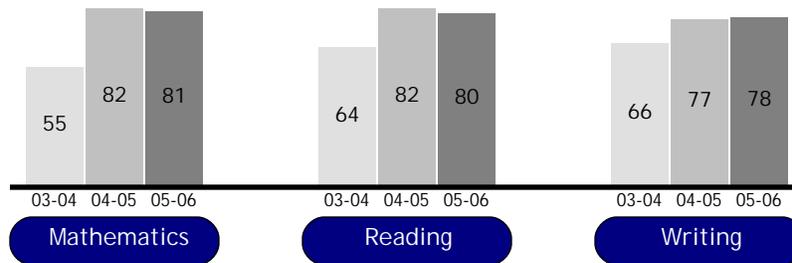
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	94	72	NA	58	99	56	56	47	100	58	58	46
	Language	99	63	63	50	100	56	56	47	100	67	67	48
	Mathematics	98	84	84	64	99	65	65	50	100	68	68	52
3	Reading	98	62	NA	55	99	54	54	44	100	63	63	46
	Language	98	70	70	61	99	56	56	44	100	58	58	46
	Mathematics	98	78	78	61	98	63	63	51	100	63	63	52
4	Reading	97	71	NA	56	93	59	59	48	99	68	68	52
	Language	97	68	68	52	93	65	65	49	99	70	70	52
	Mathematics	99	84	84	61	94	64	64	53	99	78	78	58
5	Reading	97	69	NA	55	94	62	62	50	100	65	65	56
	Language	96	61	61	49	94	61	61	50	100	68	68	54
	Mathematics	97	78	78	63	97	61	61	49	100	59	59	52
6	Reading	100	70	NA	56	99	61	61	51	99	73	73	56
	Language	99	68	68	48	99	59	59	47	99	68	68	50
	Mathematics	100	86	86	66	99	67	67	52	99	75	75	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Extracurricular Activities
- Ü Science Fair
- Ü Spelling Bee
- Ü Creative Writing Contest
- Ü Family Centered Socials
- Ü Book Fairs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	36.50
Other Professional Staff	4.50	Teacher Aide	30.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	26	2	0	0
7 to 9 years	2	0	0	0
10 or more years	4	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	49
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	14%

Resources Available at School Site

Special Facilities

- Ü One 40-station Computer Lab
- Ü Library
- Ü Multi -Purpose room
- Ü Music room

Extracurricular Activities

- Ü Reading Club
- Ü Recreational Sports
- Ü Chess Club
- Ü Song and Dance Performing Group
- Ü Choir Cats
- Ü Guitar
- Ü Volleyball
- Ü Study Buddies

Social Services

- Ü Homeowner Association Meetings
- Ü After School Programs
- Ü Little League Baseball Facilities
- Ü Neighborhood Meeting Facilities

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Several 6th grade students entered a math competition with other 6th grade public schools in the valley and won awards for their logic, problem solving, and computational abilities.

- ü Students won awards in a school creative writing contest. Students earned awards in the categories of short story, poem, and essay.

- ü Approximately, 90% of our students mastered the Arizona State Standards.

- ü Our students reached the goal of achieving scores in the 80th percentile on the state mandated testing.

Student Activity Rates for School Year 2005-06

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

All school personnel are trained in CPR and first aid. Fencing has been constructed around the school. Strict discipline policies are enforced. Positive rewards are given to students to encourage good behavior. Fire and lockdown drills are practiced.

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	Kelly Wade	(480) 986-2335
Transportation Policy	Terry Keller	(480) 986-2335
Community Resources	Jenny Pennington	(480) 986-2335
School Nutrition Programs	Cathereine Gaffney	(480) 986-2335
Parent Organization	Sheila Carrothers	(480) 986-2335
Student Health/Nurse	Brenda Goodwin-Ott	(480) 986-2335

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.

Footnotes

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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