

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7004 E. Union Avenue, Mesa, AZ 85212

Maricopa County Regional District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Ms. Janice Holland
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-6
 Web Address : www.mcrsd.org
 Phone Number : (480) 988-9690
 Fax Number : (480) 988-2736
 E-mail : jholland@mcrsd.org

Mission

We commit to foster each child's full academic potential; build each child's self-esteem; and empower each child to become a responsible, resourceful and contributing citizen.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Not 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 Provide standards-based instruction in reading at the correct level of difficulty, according to students' needs.
- ü Provide standards-based instruction in writing at the correct level of difficulty, according to students' needs.
- ü Provide standards-based instruction in math at the correct level of difficulty, according to students' needs.
- ü Provide effective student discipline and school safety programs and procedures.

Enrollment

October 1, 2005 School Year Student Enrollment : 90
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 95

Instructional Programs

- ü Multi-Age Instruction
- ü Character Education
- ü Special Education
- ü Integrated-Thematic Instruction
- ü Physical Education Program
- ü Standards-Based Curriculum
- ü Math/Science Technology Integration

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We provide effective and timely communication to parents. We notify parents of academic, emotional and social progress. We provide information to parents to access necessary support. We ensure a safe environment.

Parents

Parents are responsible for students' daily attendance. They are our partners in supporting students' success at school, and they agree to foster a positive attitude toward school, to place importance on homework and other skills necessary for productive citizenship.

Transportation Policy

Transportation is provided by Beeline Bus Transportation. Students are transported to Williams from Chandler, Gilbert, Mesa, Chandler Heights, and the North and South Desert Villages on the ASU East Campus.

School Honors

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

Award/Honor	Year
ü NDS	

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	NC	125	80010	NC	95	99	NC	396	447	NC	42	10	NC	32	18	NC	26	53	NC	NA	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	67	38935	NC	92	99	NC	395	447	NC	43	9	NC	30	19	NC	27	55	NC	NA	17
Male	NC	57	40974	NC	97	98	NC	398	448	NC	40	11	NC	33	18	NC	26	52	NC	NA	19
African American	NC	14	4201	NC	93	99	NC	383	430	NC	64	17	NC	14	23	NC	21	51	NC	NA	9
Hispanic	NC	71	34545	NC	100	99	NC	395	432	NC	39	14	NC	38	24	NC	23	53	NC	NA	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	NC	16	3979	NC	94	96	NC	390	424	NC	50	17	NC	31	30	NC	19	47	NC	NA	6
White	NC	24	35142	NC	83	99	NC	411	465	NC	29	5	NC	25	11	NC	46	56	NC	NA	28
Students with Disabilities	NC	15	10161	NC	83	93	NC	373	419	NC	60	28	NC	40	28	NC	NA	36	NC	NA	8
Students without Disabilities	NC	110	69849	NC	96	100	NC	399	451	NC	39	7	NC	31	17	NC	30	56	NC	NA	19
Limited English Proficient Students	--	14	14013	--	100	97	--	380	413	--	57	24	--	29	34	--	14	39	--	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	69	39029	NC	96	98	NC	399	432	NC	36	14	NC	36	25	NC	28	52	NC	NA	9
Non-Economically Disadvantaged	NC	56	40981	NC	93	100	NC	393	462	NC	48	6	NC	27	13	NC	25	54	NC	NA	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	NC	114	79438	NC	86	98	NC	409	451	NC	25	9	NC	44	24	NC	30	56	NC	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	64	38775	NC	88	99	NC	408	457	NC	27	7	NC	42	22	NC	28	58	NC	3	13
Male	NC	49	40560	NC	83	97	NC	411	446	NC	22	12	NC	45	25	NC	33	54	NC	NA	9
African American	NC	13	4178	NC	87	98	NC	390	439	NC	46	13	NC	31	29	NC	23	52	NC	NA	6
Hispanic	NC	65	34297	NC	92	98	NC	410	434	NC	22	14	NC	49	31	NC	26	50	NC	3	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	NC	14	3940	NC	82	95	NC	405	429	NC	21	14	NC	57	36	NC	21	47	NC	NA	3
White	NC	22	34887	NC	76	98	NC	421	471	NC	23	4	NC	27	15	NC	50	63	NC	NA	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	NC	109	69850	NC	96	100	NC	411	456	NC	22	7	NC	45	23	NC	31	59	NC	2	12
Limited English Proficient Students	--	14	13856	--	100	96	--	389	407	--	29	27	--	64	43	--	7	29	--	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	62	38685	NC	86	97	NC	406	435	NC	29	14	NC	42	32	NC	27	50	NC	2	5
Non-Economically Disadvantaged	NC	52	40753	NC	87	99	NC	414	467	NC	19	5	NC	46	16	NC	33	62	NC	2	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	NC	128	79971	NC	97	99	NC	362	423	NC	27	8	NC	53	41	NC	20	49	NC	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	69	38974	NC	95	99	NC	376	437	NC	22	5	NC	51	33	NC	28	57	NC	NA	4
Male	NC	58	40895	NC	98	98	NC	346	410	NC	33	10	NC	55	47	NC	12	41	NC	NA	2
African American	NC	14	4203	NC	93	99	NC	383	411	NC	14	11	NC	64	45	NC	21	43	NC	NA	2
Hispanic	NC	72	34481	NC	100	99	NC	367	410	NC	24	10	NC	57	46	NC	19	43	NC	NA	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	NC	16	3995	NC	94	96	NC	326	409	NC	44	10	NC	31	47	NC	25	42	NC	NA	1
White	NC	26	35150	NC	90	99	NC	360	437	NC	31	5	NC	50	35	NC	19	56	NC	NA	5
Students with Disabilities	NC	17	10258	NC	94	94	NC	273	377	NC	71	23	NC	29	51	NC	NA	25	NC	NA	1
Students without Disabilities	NC	111	69713	NC	97	100	NC	376	429	NC	20	5	NC	57	39	NC	23	52	NC	NA	3
Limited English Proficient Students	--	14	13985	--	100	97	--	377	382	--	14	18	--	64	54	--	21	27	--	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	69	38994	NC	96	98	NC	360	409	NC	25	10	NC	59	47	NC	16	41	NC	NA	1
Non-Economically Disadvantaged	NC	59	40977	NC	98	100	NC	364	437	NC	29	5	NC	46	34	NC	25	56	NC	NA	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	10	116	80147	100	91	99	NA	423	482	NA	42	11	NA	30	17	NA	27	49	NA	1	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	63	39281	NC	97	99	NC	424	483	NC	40	9	NC	35	17	NC	24	50	NC	2	24
Male	NC	53	40780	NC	85	98	NC	422	482	NC	45	12	NC	25	17	NC	30	48	NC	NA	24
African American	--	20	4249	--	100	99	--	439	464	--	25	17	--	25	22	--	50	48	--	NA	13
Hispanic	NC	59	33494	NC	94	99	NC	415	466	NC	51	15	NC	29	23	NC	20	49	NC	NA	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	NC	10	4117	NC	71	96	NC	NA	456	NC	NA	19	NC	NA	27	NC	NA	46	NC	NA	8
White	NC	27	36122	NC	90	99	NC	423	501	NC	44	5	NC	26	10	NC	26	50	NC	4	35
Students with Disabilities	--	11	10295	--	85	92	--	402	443	--	55	33	--	36	26	--	9	33	--	NA	8
Students without Disabilities	10	105	69852	100	92	100	NA	426	488	NA	41	7	NA	30	16	NA	29	51	NA	1	26
Limited English Proficient Students	--	14	12722	--	100	97	--	412	441	--	43	27	--	50	33	--	7	37	--	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	61	38371	NC	90	97	NC	426	465	NC	41	15	NC	30	23	NC	28	49	NC	2	13
Non-Economically Disadvantaged	NC	55	41776	NC	93	100	NC	420	498	NC	44	6	NC	31	11	NC	25	49	NC	NA	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	10	106	79686	100	83	98	NA	427	470	NA	36	11	NA	39	24	NA	22	57	NA	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	59	39163	NC	91	99	NC	430	475	NC	27	9	NC	44	22	NC	25	60	NC	3	10
Male	NC	47	40438	NC	76	97	NC	423	465	NC	47	13	NC	32	25	NC	17	54	NC	4	7
African American	--	19	4228	--	95	98	--	451	458	--	21	15	--	37	28	--	37	53	--	5	4
Hispanic	NC	52	33299	NC	83	98	NC	413	452	NC	48	17	NC	35	32	NC	15	47	NC	2	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	NC	10	4087	NC	71	96	NC	NA	446	NC	NA	16	NC	NA	38	NC	NA	44	NC	NA	2
White	NC	25	35914	NC	83	98	NC	430	489	NC	28	5	NC	44	15	NC	24	67	NC	4	14
Students with Disabilities	--	NC	9808	--	NC	87	--	NC	432	--	NC	35	--	NC	32	--	NC	30	--	NC	3
Students without Disabilities	10	104	69878	100	91	100	NA	427	475	NA	36	8	NA	39	23	NA	21	61	NA	4	9
Limited English Proficient Students	--	14	12594	--	100	96	--	407	422	--	50	34	--	36	45	--	14	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	55	38095	NC	81	97	NC	434	452	NC	33	17	NC	35	32	NC	25	48	NC	7	3
Non-Economically Disadvantaged	NC	51	41591	NC	86	99	NC	419	486	NC	39	6	NC	43	16	NC	18	65	NC	NA	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	NC	120	80372	NC	94	99	NC	435	475	NC	10	4	NC	57	30	NC	33	64	NC	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	64	39452	NC	98	99	NC	439	488	NC	11	3	NC	47	22	NC	41	72	NC	2	3
Male	NC	55	40836	NC	89	98	NC	430	464	NC	9	6	NC	69	37	NC	22	56	NC	NA	1
African American	--	20	4264	--	100	99	--	465	465	--	NA	5	--	50	35	--	50	59	--	NA	1
Hispanic	NC	60	33608	NC	95	99	NC	421	462	NC	15	6	NC	57	36	NC	28	57	NC	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	12	4128	NC	86	97	NC	444	464	NC	8	4	NC	58	39	NC	33	56	NC	NA	1
White	NC	28	36213	NC	93	99	NC	442	489	NC	7	2	NC	61	22	NC	29	72	NC	4	3
Students with Disabilities	--	13	10526	--	100	94	--	376	427	--	31	15	--	69	53	--	NA	31	--	NA	1
Students without Disabilities	NC	107	69846	NC	94	100	NC	443	482	NC	7	3	NC	55	26	NC	36	69	NC	1	2
Limited English Proficient Students	--	14	12747	--	100	97	--	418	432	--	14	12	--	64	52	--	21	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	63	38521	NC	93	98	NC	431	461	NC	14	6	NC	49	38	NC	35	55	NC	2	1
Non-Economically Disadvantaged	NC	57	41851	NC	97	100	NC	441	489	NC	5	3	NC	65	22	NC	30	72	NC	NA	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	NC	122	79306	NC	98	99	NC	447	504	NC	50	13	NC	29	20	NC	20	49	NC	2	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	64	38845	NC	100	99	NC	443	505	NC	53	11	NC	28	20	NC	19	50	NC	NA	18
Male	NC	57	40383	NC	92	98	NC	450	504	NC	47	14	NC	30	19	NC	19	47	NC	4	19
African American	--	18	4171	--	100	98	--	440	485	--	61	20	--	17	26	--	22	44	--	NA	10
Hispanic	--	67	32673	--	100	99	--	444	487	--	54	18	--	27	25	--	16	46	--	3	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	NC	13	4034	NC	81	97	NC	442	479	NC	54	22	NC	38	29	NC	8	43	NC	NA	7
White	NC	23	36234	NC	92	99	NC	460	523	NC	30	6	NC	39	13	NC	30	52	NC	NA	28
Students with Disabilities	NC	23	10286	NC	100	91	NC	420	462	NC	87	41	NC	13	27	NC	NA	27	NC	NA	5
Students without Disabilities	NC	99	69020	NC	97	100	NC	453	510	NC	41	9	NC	32	18	NC	24	52	NC	2	21
Limited English Proficient Students	NC	19	10291	NC	100	96	NC	435	458	NC	58	38	NC	26	34	NC	16	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	71	37437	NC	95	97	NC	451	486	NC	46	19	NC	25	26	NC	27	46	NC	1	9
Non-Economically Disadvantaged	NC	51	41869	NC	100	100	NC	442	521	NC	55	7	NC	33	14	NC	10	51	NC	2	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	NC	98	79000	NC	78	98	NC	450	489	NC	27	10	NC	46	24	NC	27	58	NC	1	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	52	38774	NC	83	99	NC	450	494	NC	21	7	NC	50	22	NC	29	61	NC	NA	10
Male	NC	45	40150	NC	73	98	NC	449	485	NC	33	12	NC	42	25	NC	22	55	NC	2	8
African American	--	11	4153	--	61	98	--	446	476	--	18	13	--	64	30	--	18	53	--	NA	4
Hispanic	--	54	32508	--	82	98	--	447	472	--	31	15	--	41	33	--	28	49	--	NA	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	NC	12	4016	NC	75	96	NC	436	467	NC	25	14	NC	67	37	NC	8	46	NC	NA	2
White	NC	20	36135	NC	80	98	NC	465	508	NC	20	4	NC	40	14	NC	35	67	NC	5	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	NC	94	69009	NC	92	100	NC	450	495	NC	27	6	NC	45	22	NC	28	62	NC	1	10
Limited English Proficient Students	NC	17	10199	NC	89	95	NC	435	439	NC	47	35	NC	35	47	NC	18	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	56	37234	NC	75	97	NC	451	472	NC	21	15	NC	46	33	NC	30	50	NC	2	3
Non-Economically Disadvantaged	NC	42	41766	NC	84	99	NC	449	505	NC	33	5	NC	45	16	NC	21	65	NC	NA	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	NC	121	79611	NC	97	99	NC	446	496	NC	18	7	NC	61	37	NC	21	56	NC	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	64	39016	NC	100	99	NC	457	511	NC	13	4	NC	59	29	NC	28	66	NC	NA	1
Male	NC	56	40519	NC	90	98	NC	432	482	NC	25	10	NC	63	44	NC	13	46	NC	NA	0
African American	--	18	4188	--	100	98	--	437	486	--	11	9	--	78	40	--	11	50	--	NA	0
Hispanic	--	67	32855	--	100	99	--	436	481	--	25	10	--	55	43	--	19	47	--	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	NC	13	3992	NC	81	96	NC	472	478	NC	8	10	NC	62	46	NC	31	44	NC	NA	0
White	NC	22	36380	NC	88	99	NC	465	511	NC	9	4	NC	64	30	NC	27	65	NC	NA	1
Students with Disabilities	NC	23	10664	NC	100	94	NC	407	440	NC	39	23	NC	52	54	NC	9	22	NC	NA	1
Students without Disabilities	NC	98	68947	NC	96	100	NC	455	504	NC	13	4	NC	63	34	NC	23	61	NC	NA	1
Limited English Proficient Students	NC	19	10362	NC	100	97	NC	421	438	NC	32	22	NC	58	57	NC	11	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	70	37626	NC	93	98	NC	444	479	NC	19	10	NC	59	45	NC	23	45	NC	NA	0
Non-Economically Disadvantaged	NC	51	41985	NC	100	100	NC	448	511	NC	18	4	NC	65	30	NC	18	65	NC	NA	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	125	79327	100	100	98	NA	462	518	NA	60	19	NA	20	20	NA	19	46	NA	1	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	60	38961	NC	98	98	NC	462	520	NC	58	16	NC	25	20	NC	15	48	NC	2	16
Male	NC	65	40295	NC	100	97	NC	462	516	NC	62	21	NC	15	19	NC	23	44	NC	NA	16
African American	--	14	4247	--	88	98	--	468	499	--	50	27	--	29	24	--	21	41	--	NA	8
Hispanic	NC	73	32327	NC	100	98	NC	454	499	NC	67	27	NC	18	25	NC	15	41	NC	NA	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	NC	14	4391	NC	93	96	NC	462	489	NC	50	32	NC	29	27	NC	21	36	NC	NA	4
White	NC	22	36373	NC	92	98	NC	481	538	NC	55	10	NC	14	14	NC	27	52	NC	5	25
Students with Disabilities	NC	23	9321	NC	88	87	NC	426	467	NC	96	54	NC	4	22	NC	NA	21	NC	NA	3
Students without Disabilities	NC	102	70006	NC	100	100	NC	470	524	NC	52	14	NC	24	19	NC	24	49	NC	1	18
Limited English Proficient Students	--	20	9431	--	95	95	--	448	466	--	75	53	--	15	27	--	10	18	--	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	70	37097	NC	97	97	NC	465	498	NC	57	27	NC	23	25	NC	19	41	NC	1	7
Non-Economically Disadvantaged	NC	55	42230	NC	100	99	NC	458	535	NC	64	11	NC	16	15	NC	20	50	NC	NA	24

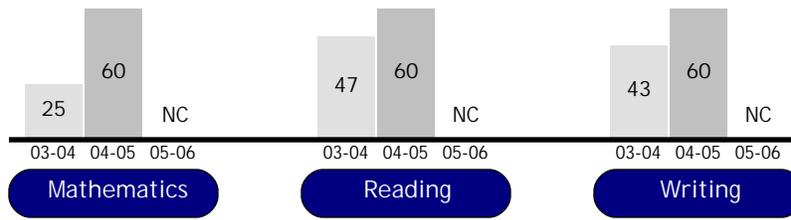
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	120	79501	100	96	98	NA	451	497	NA	39	10	NA	32	25	NA	29	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	59	39062	NC	97	99	NC	454	502	NC	34	8	NC	37	23	NC	29	64	NC	NA	5
Male	NC	61	40368	NC	95	98	NC	449	491	NC	44	13	NC	26	27	NC	30	57	NC	NA	3
African American	--	14	4279	--	88	99	--	457	485	--	29	14	--	43	30	--	29	54	--	NA	2
Hispanic	NC	71	32389	NC	100	98	NC	444	478	NC	48	16	NC	25	34	NC	27	48	NC	NA	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	NC	14	4401	NC	93	96	NC	450	473	NC	29	17	NC	50	40	NC	21	43	NC	NA	1
White	NC	20	36446	NC	83	99	NC	475	516	NC	25	4	NC	30	15	NC	45	73	NC	NA	7
Students with Disabilities	NC	19	9411	NC	73	88	NC	416	453	NC	79	36	NC	16	36	NC	5	26	NC	NA	1
Students without Disabilities	NC	101	70090	NC	100	100	NC	458	502	NC	32	7	NC	35	24	NC	34	65	NC	NA	5
Limited English Proficient Students	--	20	9401	--	95	94	--	433	443	--	55	40	--	25	46	--	20	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	67	37183	NC	93	97	NC	457	479	NC	33	16	NC	33	34	NC	34	49	NC	NA	1
Non-Economically Disadvantaged	NC	53	42318	NC	100	99	NC	444	513	NC	47	5	NC	30	17	NC	23	70	NC	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	127	80000	100	100	99	NA	504	564	NA	7	3	NA	38	11	NA	53	75	NA	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	59	39288	NC	97	99	NC	526	579	NC	5	2	NC	24	6	NC	66	77	NC	5	16
Male	NC	68	40644	NC	100	98	NC	485	549	NC	9	4	NC	50	15	NC	41	74	NC	NA	7
African American	--	15	4307	--	94	99	--	506	551	--	7	4	--	33	13	--	60	75	--	NA	7
Hispanic	NC	74	32672	NC	100	99	NC	501	548	NC	4	4	NC	45	14	NC	50	76	NC	1	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	NC	14	4424	NC	93	97	NC	529	549	NC	7	3	NC	14	14	NC	79	77	NC	NA	5
White	NC	23	36602	NC	96	99	NC	496	579	NC	17	2	NC	30	7	NC	43	75	NC	9	16
Students with Disabilities	NC	25	9919	NC	96	93	NC	429	505	NC	24	9	NC	60	35	NC	16	54	NC	NA	2
Students without Disabilities	NC	102	70081	NC	100	100	NC	522	571	NC	3	2	NC	32	7	NC	62	79	NC	3	12
Limited English Proficient Students	--	21	9571	--	100	96	--	469	502	--	14	10	--	38	29	--	48	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	73	37534	NC	100	98	NC	502	547	NC	10	4	NC	36	15	NC	51	76	NC	4	5
Non-Economically Disadvantaged	NC	54	42466	NC	100	100	NC	506	578	NC	4	2	NC	41	7	NC	56	75	NC	NA	16

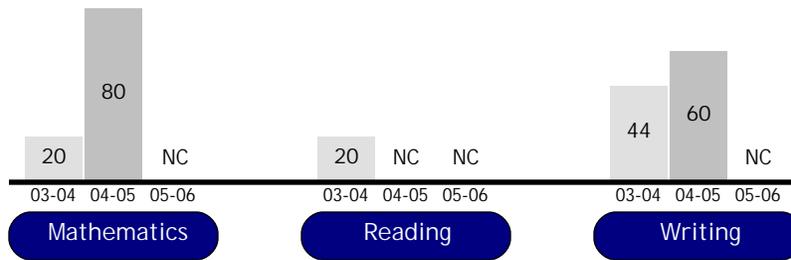
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	91	31	NA	58	NC	NC	29	47	NC	NC	22	46
	Language	95	25	19	50	NC	NC	25	47	NC	NC	18	48
	Mathematics	100	42	26	64	NC	NC	25	50	NC	NC	21	52
3	Reading	82	21	NA	55	100	41	22	44	NC	NC	18	46
	Language	95	18	26	61	100	47	25	44	NC	NC	20	46
	Mathematics	91	18	18	61	100	48	30	51	NC	NC	16	52
4	Reading	NC	NC	NA	56	NC	NC	25	48	--	--	22	52
	Language	NC	NC	27	52	NC	NC	27	49	--	--	17	52
	Mathematics	NC	NC	27	61	NC	NC	28	53	--	--	16	58
5	Reading	85	NA	NA	55	NC	NC	26	50	--	--	27	56
	Language	85	NA	20	49	NC	NC	23	50	--	--	15	54
	Mathematics	77	NA	21	63	77	56	23	49	--	--	13	52
6	Reading	100	44	NA	56	NC	NC	30	51	--	--	21	56
	Language	100	36	19	48	NC	NC	25	47	--	--	16	50
	Mathematics	100	47	33	66	NC	NC	26	52	--	--	14	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

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

Council Duties

- Ü Advise Staff on Areas to Improve
- Ü Provide Ideas for PTSA to Act On
- Ü Review Testing Data
- Ü Generate Academic Goals
- Ü Review Current Processes

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	5.00
Other Professional Staff	2.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	4
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 Science Lab
- Ü Library
- Ü Gymnasium

Extracurricular Activities

- Ü Yearbook
- Ü Student Government
- Ü Service Learning
- Ü Afterschool Activities
- Ü Homework Club
- Ü Before School Activities
- Ü Boys & Girls Club Partnership
- Ü ASU East Academic and Teacher Training

Social Services

- Ü ASU East Interns/Student Teachers
- Ü Community Bridges
- Ü Daycare/Preschool
- Ü Chandler/Gilbert C.C. Service Program
- Ü ASU Reading Tutors
- Ü ASU Half-Day Activities

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Williams continued to embed a school-wide management program to ensure a safe and orderly environment.

- ü Williams implemented a blocked schedule to ensure 100 and 90 minutes of language arts and math instruction daily.

- ü Williams implemented a multi-age learning team at K-1 level.

- ü Williams partnered with ASU East to provide structured learning activities for students during district half-day inservices.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	0	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

Last year this school used the CC progressive discipline plan supported by ADE. This year the school will continue to follow this school-wide discipline plan.

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	Janice Holland	(480) 988-9690
Transportation Policy	J.D. Dworshsh	(480) 988-9690
Community Resources	Rexanne Meredith	(602) 452-4752
School Nutrition Programs	Ginny Durso	(480) 988-9690
Parent Organization		
Student Health/Nurse	Cara Palmer	(480) 557-6211

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

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