

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1325 N. Shumway Avenue, Chandler, AZ 85225

Chandler Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mrs. Lorah J Neville MAEd
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-6
 Web Address : ww2.chandler.k12.az.us/shumway-elementary/web
 Phone Number : (480) 812-7400
 Fax Number : (480) 812-7420
 E-mail : neville.lorah@chandler.k12.az.us

Mission

Shumway Elementary is a school where Character Counts! We strive to provide all students with the experiences necessary to reach their full potential. We believe that education is a shared responsibility. We involve parents, staff, students and the community as partners in creating a safe, focused learning environment where our students can excel academically and grow socially as well as emotionally.

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 In compliance with No Child Left Behind, the percent of students meeting or exceeding the standard in reading as measured by AIMS will increase each year until 100% is achieved by 2014.
- ü In compliance with No Child Left Behind, the percent of students meeting or exceeding the standard in math as measured by AIMS will increase each year until 100% is achieved by 2014.
- ü Consistent with NCLB requirements, all identified underperforming school subgroups will meet established targets as measured by AIMS in spring 2006 or improve a minimum of 10%.
- ü The percent of students meeting or exceeding the standard in writing as measured by AIMS will increase each year until 100% is achieved by 2014.

Enrollment

October 1, 2005 School Year Student Enrollment : 622
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 117

Instructional Programs

- ü Gifted, Self-Contained (Grades 5-6)
- ü Phonics & Research-Based Reading (K-6)
- ü Special Education/Autism Program (K-6)
- ü General Music (Grades K-6)
- ü Instrumental Music (Grades 5-6)
- ü On-Site Community Pre-School
- ü Weekly Tutoring At-Risk Students (K-6)
- ü Physical Education (K-6)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Shumway Professional Service Standards have been developed by the principal and certified staff. Parents can expect prompt, courteous communication regarding their child and any question the parent has. Additionally, progress is reported to parents throughout the year both informally and formally. We will guide the educational, social and emotional growth of each student in order to develop life-long learners and good citizens.

Parents

We expect that parents will ensure prompt, regular student attendance; attend conferences and curriculum nights; communicate concerns in a courteous, timely manner to the teacher; and support children in developing good study habits. We also hope that parents will join the PTO, volunteer in classrooms and attend evening and special functions.

Transportation Policy

Transportation is provided for resident students living a distance of more than one mile from Shumway. Parents are responsible for transporting children who attend Shumway on Open Enrollment.

School Honors

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

Award/Honor	Year
ü 1 Winner Presidential Award for Teaching in Mathematics	2005
ü 5 Star School for Test Scores Rated by GreatSchools.net	2004
ü District Clean Schools Award Winner	2005
ü District Clean Schools Award Winner	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	85	2484	80010	99	97	99	461	465	447	5	5	10	12	11	18	56	53	53	27	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1199	38935	98	97	99	462	466	447	2	4	9	10	12	19	59	54	55	29	30	17
Male	44	1281	40974	100	96	98	460	465	448	7	6	11	14	11	18	55	52	52	25	31	19
African American	10	138	4201	100	97	99	NA	443	430	NA	4	17	NA	26	23	NA	56	51	NA	14	9
Hispanic	23	767	34545	96	96	99	453	441	432	9	12	14	4	20	24	70	54	53	17	14	9
Asian/Pacific Islander	NC	149	2068	NC	99	99	NC	486	474	NC	NA	4	NC	5	10	NC	47	50	NC	48	36
American Indian/Alaskan Native	NC	33	3979	NC	97	96	NC	452	424	NC	3	17	NC	18	30	NC	64	47	NC	15	6
White	49	1395	35142	100	97	99	470	479	465	2	2	5	10	6	11	55	52	56	33	40	28
Students with Disabilities	12	312	10161	100	89	93	411	436	419	25	15	28	33	24	28	42	47	36	NA	14	8
Students without Disabilities	73	2172	69849	99	98	100	469	469	451	1	4	7	8	10	17	59	54	56	32	33	19
Limited English Proficient Students	NC	205	14013	NC	94	97	NC	413	413	NC	26	24	NC	30	34	NC	39	39	NC	5	3
Migrant Students	--	10	603	--	83	96	--	NA	417	--	NA	22	--	NA	32	--	NA	42	--	NA	4
Economically Disadvantaged	18	727	39029	95	94	98	433	439	432	17	12	14	17	23	25	61	52	52	6	14	9
Non-Economically Disadvantaged	67	1757	40981	100	98	100	468	476	462	1	2	6	10	7	13	55	53	54	33	38	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	2477	79438	95	97	98	462	467	451	4	5	9	23	17	24	61	61	56	12	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1201	38775	98	97	99	477	475	457	2	3	7	12	14	22	68	61	58	17	21	13
Male	41	1272	40560	93	96	97	447	460	446	5	7	12	34	19	25	54	60	54	7	13	9
African American	10	137	4178	100	96	98	NA	452	439	NA	8	13	NA	26	29	NA	55	52	NA	11	6
Hispanic	22	763	34297	92	95	98	465	440	434	5	12	14	18	30	31	68	51	50	9	6	5
Asian/Pacific Islander	NC	150	2063	NC	99	99	NC	484	475	NC	NA	3	NC	12	15	NC	67	63	NC	21	20
American Indian/Alaskan Native	NC	34	3940	NC	100	95	NC	457	429	NC	3	14	NC	21	36	NC	74	47	NC	3	3
White	47	1391	34887	96	97	98	469	482	471	NA	2	4	23	9	15	62	66	63	15	23	18
Students with Disabilities	NC	303	9588	NC	86	88	NC	431	416	NC	18	30	NC	32	32	NC	45	34	NC	5	5
Students without Disabilities	73	2174	69850	99	98	100	467	472	456	3	3	7	18	15	23	66	63	59	14	19	12
Limited English Proficient Students	NC	204	13856	NC	94	96	NC	404	407	NC	31	27	NC	43	43	NC	25	29	NC	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	17	727	38685	89	94	97	428	437	435	12	12	14	41	32	32	47	50	50	NA	5	5
Non-Economically Disadvantaged	65	1750	40753	97	98	99	471	480	467	2	2	5	18	11	16	65	65	62	15	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2518	79971	99	98	99	417	444	423	9	4	8	41	27	41	45	65	49	5	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1214	38974	98	98	99	438	457	437	7	3	5	27	20	33	56	72	57	10	6	4
Male	44	1300	40895	100	98	98	398	432	410	11	5	10	55	34	47	34	58	41	NA	3	2
African American	10	140	4203	100	99	99	NA	436	411	NA	5	11	NA	31	45	NA	62	43	NA	1	2
Hispanic	23	776	34481	96	97	99	402	424	410	17	7	10	35	36	46	43	55	43	4	2	1
Asian/Pacific Islander	NC	150	2067	NC	99	99	NC	471	449	NC	1	4	NC	18	28	NC	71	60	NC	10	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	431	409	NC	6	10	NC	34	47	NC	60	42	NC	NA	1
White	49	1415	35150	100	99	99	430	453	437	4	2	5	43	22	35	47	70	56	6	5	5
Students with Disabilities	12	339	10258	100	96	94	365	406	377	25	12	23	58	47	51	17	40	25	NA	1	1
Students without Disabilities	73	2179	69713	99	98	100	426	450	429	7	3	5	38	24	39	49	69	52	5	5	3
Limited English Proficient Students	NC	206	13985	NC	94	97	NC	383	382	NC	19	18	NC	45	54	NC	35	27	NC	1	0
Migrant Students	--	10	608	--	83	97	--	NA	389	--	NA	16	--	NA	50	--	NA	33	--	NA	0
Economically Disadvantaged	18	738	38994	95	95	98	352	420	409	28	8	10	44	39	47	28	51	41	NA	2	1
Non-Economically Disadvantaged	67	1780	40977	100	100	100	435	454	437	4	3	5	40	22	34	49	71	56	6	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	102	2509	80147	99	98	99	515	508	482	5	5	11	6	10	17	45	45	49	44	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1186	39281	98	98	99	514	509	483	5	4	9	7	9	17	48	44	50	41	43	24
Male	58	1320	40780	100	97	98	517	506	482	5	6	12	5	10	17	43	46	48	47	38	24
African American	NC	129	4249	NC	94	99	NC	480	464	NC	9	17	NC	16	22	NC	54	48	NC	21	13
Hispanic	20	756	33494	100	98	99	492	482	466	15	10	15	10	19	23	50	48	49	25	23	14
Asian/Pacific Islander	NC	148	2103	NC	100	99	NC	538	515	NC	1	4	NC	2	8	NC	33	44	NC	64	45
American Indian/Alaskan Native	--	23	4117	--	96	96	--	471	456	--	17	19	--	13	27	--	52	46	--	17	8
White	69	1453	36122	99	97	99	523	521	501	1	2	5	6	5	10	45	44	50	48	50	35
Students with Disabilities	12	335	10295	100	89	92	474	469	443	17	17	33	25	22	26	42	45	33	17	16	8
Students without Disabilities	90	2174	69852	99	99	100	520	513	488	3	3	7	3	8	16	46	45	51	48	45	26
Limited English Proficient Students	NC	201	12722	NC	98	97	NC	442	441	NC	26	27	NC	32	33	NC	38	37	NC	3	3
Migrant Students	--	15	622	--	100	97	--	439	454	--	33	19	--	33	30	--	20	43	--	13	8
Economically Disadvantaged	18	689	38371	100	96	97	478	475	465	17	11	15	17	20	23	44	52	49	22	17	13
Non-Economically Disadvantaged	84	1820	41776	99	98	100	524	520	498	2	2	6	4	5	11	45	42	49	49	50	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	2503	79686	98	97	98	485	486	470	5	7	11	17	16	24	70	64	57	8	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1183	39163	98	98	99	488	492	475	5	5	9	18	14	22	68	66	60	9	15	10
Male	57	1317	40438	98	97	97	481	480	465	5	8	13	16	18	25	72	62	54	7	11	7
African American	NC	128	4228	NC	93	98	NC	467	458	NC	7	15	NC	28	28	NC	59	53	NC	6	4
Hispanic	20	752	33299	100	98	98	458	459	452	20	16	17	10	27	32	70	52	47	NA	5	3
Asian/Pacific Islander	NC	148	2097	NC	100	99	NC	502	490	NC	2	5	NC	6	13	NC	74	68	NC	18	14
American Indian/Alaskan Native	--	23	4087	--	96	96	--	445	446	--	9	16	--	52	38	--	39	44	--	NA	2
White	68	1452	35914	97	97	98	490	500	489	1	2	5	19	10	15	71	70	67	9	18	14
Students with Disabilities	11	330	9808	92	88	87	446	447	432	9	22	35	36	30	32	45	41	30	9	6	3
Students without Disabilities	90	2173	69878	99	99	100	488	491	475	4	4	8	14	14	23	73	68	61	8	14	9
Limited English Proficient Students	NC	197	12594	NC	96	96	NC	415	422	NC	45	34	NC	38	45	NC	17	21	NC	NA	0
Migrant Students	--	15	611	--	100	95	--	412	439	--	47	22	--	33	39	--	20	37	--	NA	2
Economically Disadvantaged	18	685	38095	100	96	97	452	452	452	22	17	17	17	31	32	61	50	48	NA	2	3
Non-Economically Disadvantaged	83	1818	41591	98	98	99	492	498	486	1	3	6	17	10	16	72	70	65	10	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	2539	80372	100	99	99	477	492	475	5	2	4	23	20	30	70	74	64	2	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1200	39452	100	99	99	491	503	488	4	2	3	11	13	22	82	80	72	2	5	3
Male	58	1336	40836	100	98	98	465	482	464	5	3	6	33	27	37	60	68	56	2	2	1
African American	NC	131	4264	NC	96	99	NC	478	465	NC	2	5	NC	27	35	NC	68	59	NC	2	1
Hispanic	20	763	33608	100	99	99	439	471	462	15	4	6	30	31	36	55	63	57	NA	1	1
Asian/Pacific Islander	NC	148	2098	NC	100	99	NC	513	500	NC	NA	2	NC	10	16	NC	84	75	NC	6	7
American Indian/Alaskan Native	--	23	4128	--	96	97	--	468	464	--	4	4	--	35	39	--	61	56	--	NA	1
White	70	1474	36213	100	99	99	483	502	489	3	1	2	23	14	22	71	80	72	3	5	3
Students with Disabilities	12	357	10526	100	95	94	443	455	427	NA	5	15	67	50	53	33	45	31	NA	1	1
Students without Disabilities	91	2182	69846	100	99	100	480	497	482	5	2	3	18	15	26	75	79	69	2	4	2
Limited English Proficient Students	NC	203	12747	NC	99	97	NC	430	432	NC	12	12	NC	54	52	NC	34	36	NC	NA	0
Migrant Students	--	15	621	--	100	97	--	419	452	--	13	9	--	53	40	--	33	51	--	NA	0
Economically Disadvantaged	18	696	38521	100	97	98	449	465	461	11	4	6	33	38	38	56	57	55	NA	1	1
Non-Economically Disadvantaged	85	1843	41851	100	100	100	483	502	489	4	1	3	21	14	22	73	80	72	2	5	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	2492	79306	98	98	99	512	526	504	15	6	13	10	11	20	49	52	49	25	31	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1246	38845	98	97	99	512	527	505	14	6	11	12	10	20	49	53	50	25	31	18
Male	55	1243	40383	98	98	98	512	525	504	16	7	14	9	12	19	49	51	47	25	30	19
African American	14	168	4171	100	98	98	487	511	485	29	12	20	14	18	26	43	51	44	14	20	10
Hispanic	21	722	32673	95	98	99	485	502	487	29	11	18	19	20	25	48	53	46	5	15	10
Asian/Pacific Islander	NC	172	2147	NC	100	99	NC	553	539	NC	2	5	NC	3	10	NC	45	46	NC	49	40
American Indian/Alaskan Native	NC	29	4034	NC	91	97	NC	503	479	NC	10	22	NC	24	29	NC	45	43	NC	21	7
White	61	1400	36234	98	97	99	527	537	523	7	3	6	7	6	13	52	53	52	34	38	28
Students with Disabilities	18	352	10286	95	88	91	480	476	462	39	27	41	17	28	27	33	38	27	11	8	5
Students without Disabilities	88	2140	69020	99	99	100	519	533	510	10	3	9	9	8	18	52	54	52	28	34	21
Limited English Proficient Students	NC	179	10291	NC	97	96	NC	467	458	NC	28	38	NC	34	34	NC	36	26	NC	2	2
Migrant Students	--	12	630	--	100	95	--	509	478	--	8	24	--	17	27	--	75	43	--	NA	6
Economically Disadvantaged	20	673	37437	95	97	97	479	499	486	35	12	19	15	22	26	40	53	46	10	13	9
Non-Economically Disadvantaged	86	1819	41869	99	98	100	520	536	521	10	4	7	9	7	14	51	52	51	29	37	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	2499	79000	98	98	98	490	504	489	12	6	10	15	16	24	64	65	58	8	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1252	38774	98	98	99	496	510	494	8	4	7	16	13	22	67	68	61	10	15	10
Male	55	1244	40150	98	98	98	485	498	485	16	7	12	15	19	25	62	62	55	7	12	8
African American	14	170	4153	100	99	98	475	495	476	7	6	13	36	19	30	57	67	53	NA	8	4
Hispanic	21	719	32508	95	98	98	464	481	472	24	10	15	24	29	33	52	55	49	NA	6	3
Asian/Pacific Islander	NC	172	2142	NC	100	99	NC	517	510	NC	3	4	NC	9	14	NC	72	67	NC	16	16
American Indian/Alaskan Native	NC	30	4016	NC	94	96	NC	489	467	NC	10	14	NC	30	37	NC	53	46	NC	7	2
White	61	1407	36135	98	98	98	502	516	508	8	3	4	8	10	14	70	69	67	13	17	15
Students with Disabilities	18	358	9991	95	90	88	456	458	449	39	23	33	28	40	36	33	34	29	NA	3	2
Students without Disabilities	88	2141	69009	99	99	100	497	511	495	7	3	6	13	13	22	70	70	62	10	15	10
Limited English Proficient Students	NC	175	10199	NC	95	95	NC	441	439	NC	31	35	NC	46	47	NC	23	18	NC	1	0
Migrant Students	--	12	629	--	100	95	--	477	457	--	NA	22	--	25	41	--	75	37	--	NA	1
Economically Disadvantaged	20	672	37234	95	97	97	457	479	472	35	11	15	25	30	33	40	53	50	NA	6	3
Non-Economically Disadvantaged	86	1827	41766	99	98	99	498	513	505	7	3	5	13	11	16	70	69	65	10	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	2528	79611	97	99	99	475	514	496	15	4	7	32	24	37	51	71	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1263	39016	98	99	99	485	526	511	14	3	4	25	17	29	59	79	66	2	1	1
Male	54	1262	40519	96	99	98	465	503	482	17	5	10	39	31	44	44	63	46	NA	0	0
African American	14	171	4188	100	99	98	486	514	486	14	4	9	14	20	40	71	76	50	NA	NA	0
Hispanic	20	726	32855	91	99	99	426	491	481	30	7	10	40	37	43	25	55	47	5	1	0
Asian/Pacific Islander	NC	172	2149	NC	100	100	NC	526	519	NC	5	4	NC	15	24	NC	78	70	NC	2	2
American Indian/Alaskan Native	NC	32	3992	NC	100	96	NC	495	478	NC	6	10	NC	44	46	NC	50	44	NC	NA	0
White	62	1426	36380	100	99	99	493	525	511	10	2	4	35	19	30	55	78	65	NA	1	1
Students with Disabilities	19	387	10664	100	97	94	424	461	440	32	14	23	47	53	54	21	32	22	NA	1	1
Students without Disabilities	86	2141	68947	97	99	100	486	523	504	12	2	4	29	19	34	58	78	61	1	1	1
Limited English Proficient Students	NC	175	10362	NC	95	97	NC	437	438	NC	21	22	NC	57	57	NC	22	21	NC	1	NA
Migrant Students	--	12	636	--	100	96	--	487	467	--	NA	14	--	58	47	--	42	38	--	NA	0
Economically Disadvantaged	18	679	37626	86	98	98	426	489	479	28	8	10	33	39	45	39	53	45	NA	1	0
Non-Economically Disadvantaged	87	1849	41985	100	100	100	485	523	511	13	3	4	32	19	30	54	78	65	1	1	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2387	79327	99	98	98	562	543	518	1	11	19	8	12	20	51	49	46	41	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1181	38961	97	98	98	553	545	520	NA	9	16	13	12	20	55	50	48	32	29	16
Male	41	1202	40295	100	97	97	570	541	516	2	12	21	2	12	19	46	49	44	49	27	16
African American	NC	162	4247	NC	98	98	NC	520	499	NC	13	27	NC	22	24	NC	52	41	NC	13	8
Hispanic	10	687	32327	91	98	98	NA	510	499	NA	22	27	NA	21	25	NA	45	41	NA	12	8
Asian/Pacific Islander	NC	160	1939	NC	99	99	NC	578	556	NC	1	6	NC	4	10	NC	46	47	NC	49	36
American Indian/Alaskan Native	--	27	4391	--	96	96	--	521	489	--	19	32	--	22	27	--	33	36	--	26	4
White	60	1351	36373	100	97	98	565	558	538	2	5	10	7	7	14	48	52	52	43	36	25
Students with Disabilities	NC	316	9321	NC	88	87	NC	490	467	NC	35	54	NC	23	22	NC	35	21	NC	7	3
Students without Disabilities	70	2071	70006	99	99	100	566	550	524	NA	7	14	7	11	19	50	51	49	43	31	18
Limited English Proficient Students	NC	185	9431	NC	97	95	NC	471	466	NC	52	53	NC	25	27	NC	19	18	NC	3	1
Migrant Students	--	10	635	--	100	94	--	NA	488	--	NA	31	--	NA	29	--	NA	36	--	NA	4
Economically Disadvantaged	NC	637	37097	NC	97	97	NC	504	498	NC	26	27	NC	22	25	NC	43	41	NC	10	7
Non-Economically Disadvantaged	71	1750	42230	100	98	99	562	556	535	1	5	11	8	9	15	48	52	50	42	35	24

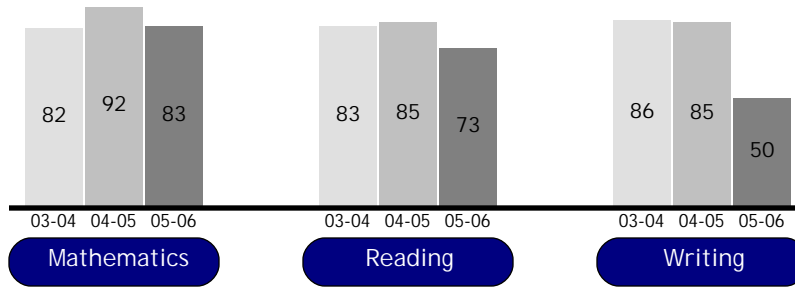
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	2389	79501	98	98	98	525	513	497	3	6	10	9	17	25	82	70	60	6	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1180	39062	95	98	99	529	518	502	NA	5	8	14	14	23	78	74	64	8	8	5
Male	41	1205	40368	100	97	98	522	508	491	5	7	13	5	21	27	85	65	57	5	7	3
African American	NC	162	4279	NC	98	99	NC	494	485	NC	9	14	NC	28	30	NC	60	54	NC	2	2
Hispanic	10	684	32389	91	98	98	NA	487	478	NA	14	16	NA	30	34	NA	53	48	NA	3	1
Asian/Pacific Islander	NC	160	1936	NC	99	99	NC	531	519	NC	1	3	NC	9	14	NC	76	73	NC	14	9
American Indian/Alaskan Native	--	27	4401	--	96	96	--	497	473	--	11	17	--	26	40	--	56	43	--	7	1
White	59	1356	36446	98	98	99	527	526	516	2	2	4	10	10	15	81	78	73	7	9	7
Students with Disabilities	NC	318	9411	NC	88	88	NC	469	453	NC	24	36	NC	38	36	NC	35	26	NC	3	1
Students without Disabilities	70	2071	70090	99	99	100	529	519	502	NA	3	7	7	14	24	86	75	65	7	8	5
Limited English Proficient Students	NC	182	9401	NC	95	94	NC	443	443	NC	43	40	NC	43	46	NC	14	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	NC	634	37183	NC	96	97	NC	481	479	NC	17	16	NC	32	34	NC	49	49	NC	2	1
Non-Economically Disadvantaged	70	1755	42318	99	98	99	527	524	513	1	2	5	10	12	17	81	77	70	7	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2426	80000	100	99	99	588	582	564	NA	2	3	3	5	11	86	75	75	11	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1192	39288	100	99	99	595	595	579	NA	1	2	NA	3	6	87	70	77	13	26	16
Male	41	1230	40644	100	99	98	582	569	549	NA	3	4	5	7	15	85	80	74	10	10	7
African American	NC	164	4307	NC	99	99	NC	577	551	NC	1	4	NC	7	13	NC	79	75	NC	14	7
Hispanic	10	694	32672	91	99	99	NA	557	548	NA	4	4	NA	11	14	NA	76	76	NA	9	6
Asian/Pacific Islander	NC	160	1945	NC	99	99	NC	605	592	NC	1	1	NC	1	4	NC	67	69	NC	31	25
American Indian/Alaskan Native	--	27	4424	--	96	97	--	575	549	--	NA	3	--	11	14	--	67	77	--	22	5
White	61	1381	36602	100	100	99	591	593	579	NA	1	2	2	2	7	85	75	75	13	21	16
Students with Disabilities	NC	346	9919	NC	96	93	NC	533	505	NC	5	9	NC	20	35	NC	71	54	NC	4	2
Students without Disabilities	71	2080	70081	100	100	100	592	590	571	NA	1	2	NA	3	7	87	76	79	13	20	12
Limited English Proficient Students	NC	189	9571	NC	99	96	NC	501	502	NC	10	10	NC	30	29	NC	60	60	NC	NA	1
Migrant Students	--	10	654	--	100	97	--	NA	534	--	NA	7	--	NA	16	--	NA	74	--	NA	3
Economically Disadvantaged	NC	644	37534	NC	98	98	NC	552	547	NC	4	4	NC	13	15	NC	77	76	NC	7	5
Non-Economically Disadvantaged	72	1782	42466	100	100	100	591	593	578	NA	1	2	1	3	7	86	74	75	13	22	16

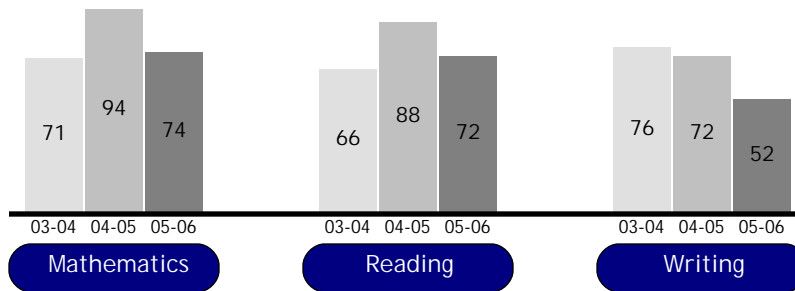
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	66	NA	58	99	57	53	47	99	56	56	46
	Language	96	61	58	50	99	53	52	47	99	54	59	48
	Mathematics	96	65	71	64	99	52	58	50	99	58	65	52
3	Reading	97	68	NA	55	98	58	54	44	95	56	58	46
	Language	97	70	66	61	98	58	52	44	99	56	56	46
	Mathematics	97	72	66	61	98	68	61	51	99	65	63	52
4	Reading	100	78	NA	56	100	56	56	48	96	61	61	52
	Language	100	71	59	52	100	59	56	49	97	63	63	52
	Mathematics	100	80	68	61	100	65	62	53	97	75	72	58
5	Reading	99	71	NA	55	100	66	57	50	98	56	65	56
	Language	100	64	56	49	100	65	58	50	99	56	63	54
	Mathematics	100	74	69	63	100	68	58	49	98	63	65	52
6	Reading	100	70	NA	56	99	69	60	51	98	76	67	56
	Language	100	68	57	48	99	65	55	47	99	67	59	50
	Mathematics	100	80	74	66	99	75	63	52	99	82	72	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Review of School Data
- Ü Establish Goals for Site Improvement
- Ü School Safety/Health Issues
- Ü Oversee Tax Credit Expenditures
- Ü Parent/Educator Relationships
- Ü Conduct Annual School Survey

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.66
Other Professional Staff	4.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	3	0	0
4 to 6 years	2	5	0	0
7 to 9 years	0	0	0	0
10 or more years	5	15	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	95
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 On-site Technology Lab with SmartBoard
- Ü Computer Networked Classrooms
- Ü Library
- Ü On-site Ceramics Projects & Kiln

Extracurricular Activities

- Ü Student-operated School-wide Post Office
- Ü Afterschool Intramurals
- Ü Afterschool Jazz Band and Chorus
- Ü Art Masterpiece (K-6)
- Ü Ceramics Program (K-6)
- Ü Running Club
- Ü Stock Market Club
- Ü Read Naturally Fluency Lab

Social Services

- Ü Breakfast/Lunch Program
- Ü Active PTO & Dads Club
- Ü Before/After School Programs - Champions
- Ü On-site Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü In Spring of 2005, 86%percent of Shumway 3rd grade students and 92% of 5th grade students met or exceeded the standard in reading on AIMS.

- ü In Spring of 2005, 90%percent of Shumway 3rd grade students and 98% of 5th grade students met or exceeded the standard in math on AIMS.

- ü In Spring of 2005, 88%percent of Shumway 3rd grade students and 78% of 5th grade students met or exceeded the standard in writing on AIMS.

Student Activity Rates for School Year 2005-06

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

Shumway's character education program strives to provide an emotionally and physically safe learning and working environment. Staff, students and their parents are also expected to adhere to Shumway's Code of Conduct. Additionally, evacuation and safety lock-down drills are practiced regularly to ensure our student and staff are prepared for emergencies. Our school focus is on trustworthiness, respect, responsibility, fairness, caring and citizenship. We strive to be people of good character!

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) :

1

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	Lorah J. Neville	(480) 812-7408
Transportation Policy	Cathy Brown	(480) 812-7275
Community Resources	Nicole Walsh	(480) 812-7406
School Nutrition Programs	Cathy Brown	(480) 812-7275
Parent Organization	Diane Wilfley	(480) 812-7400
Student Health/Nurse	Debra Stermer	(480) 812-7402

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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Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1255 N. Dobson Road, Chandler, AZ 85224

Chandler Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Highly Performing

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

School Overview

Principal/Administrator : Mr. Jim Anderson
Schedule : 07:30 AM to 04:30 PM
Grades : 7-8
Web Address : ww2.chandler.k12.az.us/andersen-jr-high
Phone Number : (480) 883-5300
Fax Number : (480) 883-5320
E-mail : anderson.jim@chandler.k12.az.us

Mission

Our mission is to instill a desire for lifelong learning. Develop students who are able to learn, read, write, speak, and compute; take responsibility for their actions; use technology to acquire, analyze, and apply information to creatively solve problems.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not 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 Focus on improving skills in math problem solving and computation, reading comprehension, vocabulary, and written communication.
- ü Continue emphasis on improved student responsibility (academic achievement, completion of work, self-motivation and attendance).

Enrollment

October 1, 2005 School Year Student Enrollment : 1053
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 72

Instructional Programs

- ü Inclusion of students with special needs
- ü Honors/Advanced/Gifted Classes
- ü English as a Second Language
- ü Spanish/French

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Andersen JHS provides a safe environment in which high academic standards and attention to social-emotional growth are a priority. Teachers are organized into teams to assure careful attention to student progress and close communication with home. Teachers meet weekly in curricular teams to develop common unit plans, common assessments, and ensure a high standard of instruction. AJHS has implemented a number of programs to help students be successful. Contact us for more information.

Parents

Andersen JHS works in partnership with parents to promote student success. Parents are asked to assist by ensuring daily attendance, proper nutrition, adequate rest, completion of homework, regular contact with teachers and a commitment to education.

Transportation Policy

Most AJHS students live within walking distance. Transportation is provided to students living outside the one and one-half mile perimeter. Appropriate transportation is provided to assist students with special needs or handicapping conditions.

School Honors

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

Award/Honor	Year
ü Knowledge Bowl - 1st in Arizona 5 Consecutive Years	2005
ü Stock Market Simulation Competition - 1st in State	2003
ü Project Citizen: 1st in AZ/3rd in US	2000
ü Future City Competition Winner	2000

7th 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	511	2447	78546	94	96	97	565	567	543	8	8	15	11	11	18	59	55	52	23	26	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	263	1218	38645	95	97	98	572	569	545	5	7	13	9	10	18	61	57	54	25	27	15
Male	248	1225	39792	93	95	97	558	565	542	11	9	17	13	13	17	56	54	50	20	25	15
African American	32	161	4205	94	94	97	543	541	524	9	13	22	16	19	22	69	57	49	6	11	7
Hispanic	173	672	31177	90	95	97	540	536	524	17	18	22	15	19	23	58	52	48	10	11	7
Asian/Pacific Islander	30	130	1940	100	98	99	619	607	580	3	2	5	3	3	9	27	41	53	67	55	33
American Indian/Alaskan Native	10	36	4689	100	95	95	NA	544	515	NA	17	28	NA	11	25	NA	64	43	NA	8	4
White	266	1443	36450	96	96	97	579	581	563	2	3	7	8	7	12	62	57	57	28	33	23
Students with Disabilities	36	240	8093	58	77	82	521	509	489	17	32	50	31	25	24	50	38	23	3	5	2
Students without Disabilities	475	2207	70453	99	99	100	568	573	549	7	5	11	9	10	17	59	57	56	24	28	16
Limited English Proficient Students	42	172	9323	86	93	94	501	497	491	43	43	47	19	26	28	36	30	24	2	1	1
Migrant Students	NC	11	674	NC	100	95	NC	536	515	NC	NA	28	NC	45	27	NC	36	40	NC	18	5
Economically Disadvantaged	159	567	34694	88	92	96	538	532	524	18	19	23	16	20	23	57	53	48	9	8	7
Non-Economically Disadvantaged	352	1880	43852	98	97	99	577	577	559	3	4	10	9	9	13	60	56	56	28	31	22

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	524	2467	79045	97	97	98	520	526	512	9	6	10	22	19	25	60	64	58	9	11	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	266	1222	38860	96	97	98	530	533	519	6	5	7	18	17	22	65	66	62	12	12	8
Male	258	1241	40075	97	96	97	509	520	505	13	8	12	26	22	28	54	61	54	7	9	6
African American	34	164	4250	100	95	98	502	508	500	15	10	12	26	26	31	56	59	54	3	4	3
Hispanic	182	681	31314	95	96	98	495	496	493	19	15	16	32	35	34	45	46	48	4	4	2
Asian/Pacific Islander	30	131	1949	100	99	99	564	550	536	3	2	4	3	8	15	63	72	66	30	18	15
American Indian/Alaskan Native	10	34	4719	100	89	96	NA	519	489	NA	6	15	NA	24	39	NA	68	45	NA	3	2
White	268	1453	36730	97	97	98	535	540	532	3	2	4	15	12	16	70	72	68	12	14	12
Students with Disabilities	49	258	8552	79	83	87	467	477	463	33	26	35	43	41	40	22	30	23	2	3	1
Students without Disabilities	475	2209	70493	99	99	100	525	531	517	7	4	7	20	17	24	63	68	62	10	12	8
Limited English Proficient Students	44	171	9355	90	93	95	447	455	456	59	39	37	30	48	48	11	13	15	NA	NA	0
Migrant Students	NC	11	682	NC	100	96	NC	475	480	NC	18	23	NC	55	37	NC	27	39	NC	NA	1
Economically Disadvantaged	170	580	34922	94	94	96	492	492	493	21	16	15	30	36	34	45	45	48	4	3	3
Non-Economically Disadvantaged	354	1887	44123	98	98	99	533	537	527	4	3	6	18	14	18	67	69	66	12	13	11

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	539	2503	79657	99	98	99	574	584	566	3	2	3	5	4	8	92	92	87	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	275	1244	39120	100	99	99	588	593	580	1	1	2	4	2	4	95	94	92	NA	3	2
Male	264	1255	40423	99	97	98	559	575	553	6	3	5	6	5	12	89	90	83	NA	2	1
African American	35	167	4290	100	97	99	580	578	560	NA	4	4	6	5	9	94	88	86	NA	4	1
Hispanic	192	700	31642	100	99	99	547	560	552	8	5	5	10	8	11	82	85	84	NA	1	0
Asian/Pacific Islander	30	132	1948	100	100	99	601	608	589	NA	1	1	NA	NA	3	100	93	91	NA	6	4
American Indian/Alaskan Native	10	37	4760	100	97	97	NA	574	547	NA	5	5	NA	3	14	NA	89	81	NA	3	0
White	272	1462	36929	99	98	99	590	595	579	NA	0	2	2	2	5	98	96	91	NA	2	2
Students with Disabilities	59	278	9069	95	90	92	532	543	508	5	6	11	19	17	30	76	77	58	NA	0	1
Students without Disabilities	480	2225	70588	100	99	100	579	589	573	3	2	2	3	2	5	94	94	91	NA	3	1
Limited English Proficient Students	50	180	9521	100	98	96	474	507	507	22	14	13	30	22	24	48	64	63	NA	NA	0
Migrant Students	NC	11	694	NC	100	98	NC	560	546	NC	9	5	NC	NA	12	NC	91	82	NC	NA	1
Economically Disadvantaged	180	598	35341	99	97	97	547	559	551	7	5	5	11	9	12	82	86	83	NA	1	0
Non-Economically Disadvantaged	359	1905	44316	99	99	100	587	592	578	1	1	2	2	2	5	97	94	90	NA	3	2

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

8th 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	470	2290	78400	94	96	97	569	575	554	12	11	21	17	14	19	55	56	47	15	19	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	231	1120	38686	95	96	98	572	575	554	11	9	20	15	14	20	59	59	49	15	18	12
Male	239	1169	39636	92	95	96	565	575	554	13	13	23	20	14	18	51	53	46	15	20	13
African American	32	159	4193	86	95	97	550	555	533	6	15	32	31	19	23	63	62	40	NA	4	5
Hispanic	176	690	30732	93	95	97	548	547	534	23	23	31	20	21	24	48	45	40	9	10	5
Asian/Pacific Islander	25	116	1827	100	97	99	611	615	594	4	4	8	4	7	12	52	47	49	40	41	31
American Indian/Alaskan Native	NC	29	4536	NC	97	95	NC	549	528	NC	24	35	NC	14	25	NC	52	37	NC	10	4
White	230	1296	37038	94	96	97	583	589	575	5	4	11	14	10	14	60	62	56	20	24	19
Students with Disabilities	29	193	7840	51	73	81	516	517	498	28	35	60	45	31	18	24	32	20	3	3	2
Students without Disabilities	441	2097	70560	99	98	99	572	579	560	11	9	17	15	13	19	57	58	50	16	21	14
Limited English Proficient Students	39	148	8956	95	94	95	509	506	502	46	50	56	33	27	25	21	23	18	NA	NA	1
Migrant Students	NC	13	676	NC	93	95	NC	527	523	NC	38	38	NC	31	25	NC	31	36	NC	NA	1
Economically Disadvantaged	155	538	33014	90	93	95	549	544	534	21	23	31	23	22	24	46	47	40	10	7	5
Non-Economically Disadvantaged	315	1752	45386	95	97	99	578	584	569	8	7	15	15	12	15	59	58	52	18	23	18

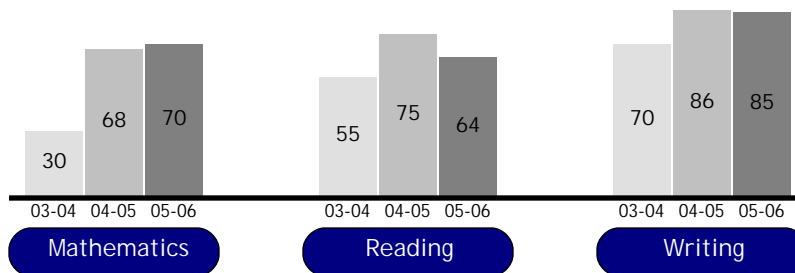
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	491	2334	79179	98	97	98	522	533	519	10	7	11	26	21	27	59	65	58	5	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	237	1137	38974	98	98	99	535	540	524	5	4	8	21	18	25	67	70	61	8	9	5
Male	254	1195	40124	98	97	97	510	526	513	14	10	13	31	24	28	52	61	54	2	5	4
African American	34	162	4243	92	97	98	507	521	506	6	7	14	35	31	32	56	59	51	3	3	3
Hispanic	185	706	30987	98	98	98	499	504	498	19	17	17	35	32	36	43	49	45	2	2	1
Asian/Pacific Islander	25	117	1832	100	98	99	547	557	543	4	1	4	4	9	17	88	78	69	4	12	10
American Indian/Alaskan Native	NC	28	4573	NC	93	96	NC	519	494	NC	NA	16	NC	46	41	NC	46	42	NC	7	1
White	241	1321	37467	99	97	98	540	547	539	3	2	5	19	14	17	70	74	70	8	10	8
Students with Disabilities	49	236	8567	86	89	88	472	480	467	27	24	39	53	44	38	20	31	22	NA	1	1
Students without Disabilities	442	2098	70612	99	98	99	528	538	524	8	5	7	23	18	25	64	69	62	6	8	5
Limited English Proficient Students	39	150	9013	95	96	95	458	457	461	49	47	40	38	43	48	13	11	12	NA	NA	0
Migrant Students	NC	14	680	NC	100	96	NC	479	487	NC	14	20	NC	57	43	NC	29	36	NC	NA	1
Economically Disadvantaged	165	552	33345	96	95	96	501	500	499	16	16	17	33	34	36	50	49	46	NA	1	1
Non-Economically Disadvantaged	326	1782	45834	99	98	99	533	543	533	6	4	7	22	17	19	64	70	67	8	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	502	2366	79734	100	99	99	570	577	554	1	1	3	14	10	19	84	89	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	243	1152	39243	100	99	99	585	589	568	0	0	2	8	5	12	91	93	85	1	1	1
Male	259	1213	40413	100	99	98	555	566	541	1	2	4	20	14	26	78	84	70	0	1	0
African American	37	166	4285	100	99	99	561	574	548	NA	1	3	19	14	22	81	84	74	NA	1	0
Hispanic	191	718	31254	100	99	99	551	555	539	2	3	5	25	18	25	72	79	70	1	1	0
Asian/Pacific Islander	25	117	1837	100	98	99	596	600	579	NA	NA	1	4	3	9	96	96	87	NA	1	2
American Indian/Alaskan Native	NC	30	4613	NC	100	97	NC	574	535	NC	NA	4	NC	13	29	NC	87	67	NC	NA	0
White	242	1335	37668	99	98	99	583	588	569	NA	0	1	6	5	13	93	93	85	1	1	1
Students with Disabilities	55	244	8943	96	92	92	516	523	495	2	3	11	47	40	51	51	56	38	NA	1	1
Students without Disabilities	447	2122	70791	100	100	100	576	583	561	1	1	2	10	6	15	88	92	83	1	1	0
Limited English Proficient Students	43	155	9138	100	99	97	495	496	492	9	12	13	51	41	46	40	47	40	NA	NA	NA
Migrant Students	NC	14	687	NC	100	97	NC	544	528	NC	NA	6	NC	29	28	NC	71	65	NC	NA	NA
Economically Disadvantaged	172	566	33718	100	97	97	548	548	538	2	3	5	23	21	26	74	76	69	NA	0	0
Non-Economically Disadvantaged	330	1800	46016	100	99	100	581	586	567	NA	1	2	10	6	14	89	93	84	1	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)

8th 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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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
7	Reading	95	59	NA	54	99	52	57	50	98	59	63	54
	Language	97	66	67	58	99	55	59	52	99	61	67	58
	Mathematics	96	61	65	62	99	52	55	50	95	65	67	54
8	Reading	96	63	NA	55	99	59	57	51	99	59	67	58
	Language	96	63	60	52	99	56	56	50	100	56	63	56
	Mathematics	96	64	62	61	99	58	59	53	95	63	67	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)
- 1 Non-certified Employee(s)
- 7 Teacher(s)
- 7 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Development of Schedule
- Ü Goal Setting
- Ü Monitoring of Academic Programs
- Ü Staff Inservices
- Ü Establish Schoolwide Discipline Program
- Ü Establish Schoolwide Rdg/Math Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	55.00
Other Professional Staff	2.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	7	7	0	0
7 to 9 years	3	5	0	0
10 or more years	8	21	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	221
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Three Computer Labs
- Ü Computer Networked Classrooms
- Ü Video Editing Lab
- Ü Study Skills classes

Extracurricular Activities

- Ü Academic Knowledge Bowl
- Ü National Junior Honor Society
- Ü JagArt
- Ü School/Community Recreation Program
- Ü Student Council
- Ü Foreign Language Clubs
- Ü Four Seasons of Boys'/Girls' Sports
- Ü MEcCha

Social Services

- Ü Recreational Activities
- Ü Breakfast/Lunch Program
- Ü Lunchtime Activities Program
- Ü Counseling Services/Groups

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Test score improvement--highest middle-level scores in district. Students consistently demonstrate full-year's academic growth.

- ü Lowest number of student discipline referrals of CUSD junior highs, and the highest student attendance of all CUSD schools.

- ü Because of the implementation of study skills classes and our Friday activity study period the number of students receiving failing grades declined by 50% from last year to this year.

Student Activity Rates for School Year 2005-06

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

Our discipline program helps children realize that their actions demonstrate respect for the rights, safety and learning of others. By asking a series of questions, they're taught to think responsibly about what they've done and choices they've made.

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	Jim Anderson	(480) 883-5300
Transportation Policy	Cathy Brown	(480) 812-7276
Community Resources	Terry Locke	(480) 812-7650
School Nutrition Programs	Cathy Brown	(480) 812-7276
Parent Organization	Lora Schumacher	(480) 883-5307
Student Health/Nurse	Beverly Rodriguez	(480) 883-5302

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)

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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.

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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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

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ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

350 N. Arizona Av., Chandler, AZ 85225

Chandler Unified District

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

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Excelling
2004-05	Excelling
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mr. Terry Williams
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 Web Address : ww2.chandler.k12.az.us
 Phone Number : (480) 812-7700
 Fax Number : (480) 812-7720
 E-mail : williams.terry@chandler.k12.az.us

Mission

The mission of Chandler High School is to create a quality educational environment that respects our diverse learning community by developing partnerships among community, parents, staff and students to maximize potential and 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 Achievement levels of all students to grow by more than one grade equivalent, and students will achieve an 80 percent completion rate of all essential skills each year.
- ü All students' achievement levels will move above the 50th percentile on normed tests. Dropout rates will not exceed five percent.
- ü A minimum of 20 percent of the students who have been in the English Learner program four years or more, will be exited from the program on an annual basis.
- ü Four and Five year graduation rates will increase by a growth factor of 0.5 percent.

Enrollment

October 1, 2005 School Year Student Enrollment : 3060
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 234

Instructional Programs

- Ü Advanced Placement/University Program
- Ü International Baccalaureate/Gifted
- Ü Intervention/Remediation
- Ü LINK Program
- Ü Math Lab
- Ü Learning Center
- Ü Conference Hour
- Ü L.I.F.T. LAB

Calendar Information

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

Shared Responsibilities

School

Chandler High School is committed to a safe, highly communicative environment. Parents are kept informed of attendance, behavior, and academics through grade reports. When requested, a weekly reporting system is established for individual students.

Parents

Parents participate in the Advisory Council, in the site council, management team and the school improvement team. Parents are asked to call in absences for their students, participate in parent/teacher conferences and supervise student homework.

Transportation Policy

Nearly half the students live two miles or more from school and are eligible for bus transportation.

School Honors

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

Award/Honor	Year
Ü Flinn Scholar	2004
Ü Perfect SAT Score	2005
Ü Regional and State Championships	2006
Ü Over \$4 Million in Scholarships Earned by Students	2006

10th 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	715	2115	71130	94	93	95	713	716	701	14	10	23	11	9	13	55	60	51	20	20	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	381	1071	35465	95	94	96	716	717	702	12	10	21	11	9	13	55	61	53	22	21	13
Male	333	1043	35648	93	92	94	709	714	701	17	11	24	11	10	12	54	60	50	18	19	14
African American	58	153	3868	94	87	95	699	704	686	21	15	33	17	14	17	50	58	45	12	12	6
Hispanic	254	516	25103	92	91	95	692	697	685	25	21	34	19	17	16	48	53	45	8	9	5
Asian/Pacific Islander	30	114	1805	100	98	98	755	738	731	NA	4	9	3	2	7	43	59	50	53	36	34
American Indian/Alaskan Native	NC	22	4241	NC	76	90	NC	681	679	NC	36	39	NC	14	19	NC	45	39	NC	5	3
White	367	1310	36075	96	95	95	726	723	715	6	6	12	5	6	9	61	64	58	27	24	21
Students with Disabilities	65	133	5862	93	61	71	652	665	658	74	53	63	11	17	15	15	30	20	NA	1	2
Students without Disabilities	650	1982	65268	94	97	98	718	719	705	8	8	19	11	9	12	58	62	54	22	21	15
Limited English Proficient Students	61	92	4859	90	87	93	660	663	662	66	61	64	20	18	15	13	18	20	2	2	1
Migrant Students	NC	10	786	NC	91	95	NC	NA	681	NC	NA	38	NC	NA	18	NC	NA	41	NC	NA	4
Economically Disadvantaged	84	167	22957	88	86	93	693	694	685	25	19	34	19	19	17	46	55	44	10	7	5
Non-Economically Disadvantaged	631	1948	48173	95	94	96	715	718	709	13	10	17	10	8	11	56	61	55	22	21	18

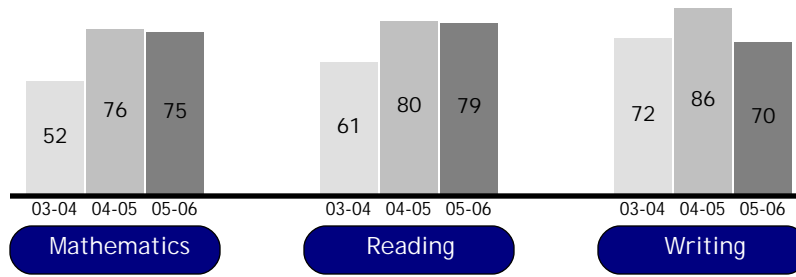
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	731	2185	73018	95	96	97	715	721	703	5	3	6	16	12	23	67	72	64	12	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	393	1099	36181	97	96	97	721	724	708	3	2	4	15	12	21	67	71	65	15	14	9
Male	337	1085	36816	93	96	96	708	717	699	7	4	7	16	12	24	68	73	62	9	11	7
African American	60	161	3976	95	91	96	704	707	689	10	6	8	13	15	29	68	73	59	8	7	3
Hispanic	266	546	25801	95	95	96	690	698	683	9	7	10	29	24	34	60	64	53	3	5	3
Asian/Pacific Islander	30	116	1812	100	100	98	742	728	722	3	3	3	7	10	15	60	70	66	30	17	16
American Indian/Alaskan Native	NC	24	4389	NC	77	93	NC	693	675	NC	8	9	NC	13	42	NC	75	47	NC	4	1
White	367	1337	37024	95	97	97	733	731	721	1	1	2	8	8	12	73	76	73	18	16	13
Students with Disabilities	64	180	7170	89	81	85	645	663	654	33	19	23	47	44	47	19	36	29	2	1	1
Students without Disabilities	667	2005	65848	96	98	98	722	725	708	2	1	4	13	10	20	72	76	67	13	13	9
Limited English Proficient Students	60	101	5099	87	94	95	638	642	641	32	25	29	62	63	59	7	12	12	NA	NA	0
Migrant Students	NC	11	817	NC	100	96	NC	667	667	NC	9	15	NC	45	44	NC	45	39	NC	NA	1
Economically Disadvantaged	89	183	23912	92	92	94	684	691	681	15	8	10	25	26	36	57	64	52	3	2	2
Non-Economically Disadvantaged	642	2002	49106	96	96	98	719	723	714	3	2	4	14	11	16	69	73	69	13	13	11

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	740	2186	72810	96	96	96	692	699	685	7	4	6	24	21	30	61	63	58	9	11	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	398	1105	36111	98	97	97	703	710	695	4	2	4	21	16	23	64	66	65	12	16	8
Male	341	1080	36678	94	95	95	679	688	674	11	6	9	27	26	36	57	61	52	6	7	3
African American	61	160	3962	97	90	96	684	691	675	11	5	8	25	27	33	56	60	55	8	8	3
Hispanic	274	551	25735	98	96	96	667	677	669	13	9	10	39	34	41	45	51	48	3	5	2
Asian/Pacific Islander	30	115	1809	100	99	97	712	707	704	NA	3	4	20	17	19	60	67	65	20	13	13
American Indian/Alaskan Native	NC	23	4370	NC	74	92	NC	678	670	NC	NA	9	NC	35	39	NC	61	50	NC	4	2
White	366	1336	36915	94	97	97	710	708	697	2	2	3	13	15	21	73	69	67	13	14	8
Students with Disabilities	65	178	7071	90	81	84	624	646	634	42	24	24	45	46	53	12	29	21	2	1	1
Students without Disabilities	675	2008	65739	97	98	98	698	703	689	4	2	4	22	19	27	65	66	62	10	12	6
Limited English Proficient Students	64	104	5046	93	97	94	604	614	621	48	38	31	52	54	56	NA	8	12	NA	NA	0
Migrant Students	NC	10	812	NC	91	96	NC	NA	654	NC	NA	15	NC	NA	51	NC	NA	34	NC	NA	0
Economically Disadvantaged	93	184	23814	96	92	94	657	667	667	18	13	10	41	38	41	37	47	47	4	3	2
Non-Economically Disadvantaged	647	2002	48996	96	96	97	697	702	693	5	3	4	21	20	24	64	65	64	10	12	7

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)

10th 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?	NA
	Met Graduation Rate?	Y
	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
9	Reading	90	47	NA	42	90	58	58	51	93	58	59	52
	Language	93	50	51	42	90	56	56	50	93	54	58	50
	Mathematics	89	67	70	63	90	55	57	50	93	58	59	50

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)
- 4 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	6.00	Teacher	154.00
Other Professional Staff	10.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	11	0	0
4 to 6 years	10	5	0	0
7 to 9 years	6	15	0	2
10 or more years	9	80	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	116
Teachers with Emergency Certification.	1
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 Olympic size competition pool
- Ü State of the art Career-Technology Bldg.
- Ü Ten Subject Area Computer Labs
- Ü Media Center/CD Research Network

Extracurricular Activities

- Ü Co-Curricula Vocational
- Ü Service Organizations
- Ü Interscholastic Sports
- Ü Academic Interest Clubs

Social Services

- Ü Day Care
- Ü Before/After School Program--Tutoring
- Ü Breakfast/Lunch Programs
- Ü Scholarship-Based Career Center
- Ü Intervention Specialist
- Ü Peer Mediation

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students' academic achievement has grown by an average of 1.25 grade equivalents each year.

- ü Student achievement level is at or above the 50th percentile. Dropout rate is 2.16 percent.

- ü More than \$4 million dollars in scholarships given to Chandler High School students.

- ü Numbers in AP/IB program increased by 34 percent.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	80	89	88	73
Graduation Rate ⁶	91	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 a zero-tolerance approach to violence, gangs and drugs on campus. We have a School Resource Officer. Administration/staff and security work together to promote a safe learning environment. ID badges are required for all students and staff.

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) :

96

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	Norine Richardson	(480) 838-9294
Transportation Policy	Connie Draper	(480) 812-7275
Community Resources	Terry Locke	(480) 812-7000
School Nutrition Programs	Jeanette Polvani	(480) 812-7000
Parent Organization	Patty LaFlam	(480) 786-5942
Student Health/Nurse	Rebecca Campagna	(480) 812-7700

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

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

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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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