

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1104 N. Madison Avenue, Douglas, AZ 85607

Douglas 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	N/A
2004-05	N/A
2003-04	N/A

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

No Child Left Behind

Adequate Yearly Progress (b)

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

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 Overview

Principal/Administrator : Dr. Rose Hamway
 Schedule : 07:30 AM to 03:30 PM
 Grades : K-6
 Web Address : www.dusd.k12.az.us/maryvale
 Phone Number : (520) 364-2447
 Fax Number : (520) 805-4175
 E-mail : drhamway@dusd.k12.az.us

Mission

Our commitment is to provide a safe, structured and nurturing continuum of educational services for students who have moderate to severe disabilities.

School / Academic Goals

- ü Using necessary adaptations and modifications and the Arizona Functional Standards as a guideline, the students will make measurable progress in reading.
- ü Using necessary adaptations and modifications and the Arizona Functional Standards as a guideline, the students will make measurable progress in math.
- ü Using necessary adaptations and modifications and the Arizona Functional Standards as a guideline, the students will make measurable progress in writing.
- ü Using necessary adaptations and modifications and the Arizona Functional Standards as a guideline, the students will make measurable progress in their self-help/independent living skills.

Enrollment

October 1, 2005 School Year Student Enrollment : 44
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü Inclusion Program in General Ed. Setting
- Ü Special Education - Reading, Math
- Ü Self-Help/Independence Skills
- Ü Physical Therapy
- Ü Occupational Therapy

Calendar Information

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

Shared Responsibilities

School

To ensure all of our students, regardless of need, are provided quality education in the Least Restrictive Environment possible. We will take all steps to ensure their child's educational setting is nurturing, safe, and secure. Our school also takes pride in proactively communicating with parents to keep them abreast of their child's progress and day-to-day educational experience.

Parents

All parents are vital partners in the educational experience of their child - communication with the school is critical. Parents are strongly encouraged to participate at every level and as often as possible.

Transportation Policy

Through collaboration, the IEP team will determine students who require this service. If needed, transportation will be listed as a service on the child's IEP.

School Honors

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

Award/Honor

Year

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	291	80010	NC	98	99	NC	448	447	NC	5	10	NC	21	18	NC	56	53	NC	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	150	38935	--	99	99	--	455	447	--	3	9	--	18	19	--	58	55	--	21	17
Male	NC	141	40974	NC	97	98	NC	442	448	NC	8	11	NC	25	18	NC	55	52	NC	13	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	NC	286	34545	NC	99	99	NC	448	432	NC	6	14	NC	22	24	NC	56	53	NC	16	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	--	NC	35142	--	NC	99	--	NC	465	--	NC	5	--	NC	11	--	NC	56	--	NC	28
Students with Disabilities	NC	32	10161	NC	89	93	NC	415	419	NC	25	28	NC	41	28	NC	28	36	NC	6	8
Students without Disabilities	--	259	69849	--	100	100	--	452	451	--	3	7	--	19	17	--	60	56	--	18	19
Limited English Proficient Students	--	107	14013	--	96	97	--	425	413	--	11	24	--	36	34	--	50	39	--	3	3
Migrant Students	--	18	603	--	82	96	--	427	417	--	17	22	--	33	32	--	44	42	--	6	4
Economically Disadvantaged	NC	247	39029	NC	98	98	NC	446	432	NC	6	14	NC	22	25	NC	56	52	NC	16	9
Non-Economically Disadvantaged	--	44	40981	--	98	100	--	462	462	--	NA	6	--	18	13	--	59	54	--	23	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	278	79438	NC	94	98	NC	449	451	NC	6	9	NC	29	24	NC	56	56	NC	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	145	38775	--	96	99	--	459	457	--	3	7	--	23	22	--	61	58	--	12	13
Male	NC	133	40560	NC	92	97	NC	438	446	NC	8	12	NC	36	25	NC	51	54	NC	5	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	NC	273	34297	NC	94	98	NC	448	434	NC	6	14	NC	30	31	NC	56	50	NC	8	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	--	NC	34887	--	NC	98	--	NC	471	--	NC	4	--	NC	15	--	NC	63	--	NC	18
Students with Disabilities	NC	18	9588	NC	50	88	NC	388	416	NC	28	30	NC	44	32	NC	28	34	NC	NA	5
Students without Disabilities	--	260	69850	--	100	100	--	452	456	--	4	7	--	28	23	--	58	59	--	9	12
Limited English Proficient Students	--	98	13856	--	88	96	--	419	407	--	12	27	--	48	43	--	40	29	--	NA	1
Migrant Students	--	19	600	--	86	96	--	422	418	--	11	22	--	47	38	--	42	39	--	NA	2
Economically Disadvantaged	NC	234	38685	NC	93	97	NC	445	435	NC	6	14	NC	31	32	NC	55	50	NC	8	5
Non-Economically Disadvantaged	--	44	40753	--	98	99	--	467	467	--	2	5	--	20	16	--	66	62	--	11	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	294	79971	NC	99	99	NC	434	423	NC	5	8	NC	35	41	NC	57	49	NC	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	150	38974	--	99	99	--	447	437	--	3	5	--	31	33	--	63	57	--	4	4
Male	NC	144	40895	NC	99	98	NC	421	410	NC	8	10	NC	40	47	NC	51	41	NC	1	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	NC	288	34481	NC	99	99	NC	435	410	NC	6	10	NC	35	46	NC	57	43	NC	2	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	--	NC	35150	--	NC	99	--	NC	437	--	NC	5	--	NC	35	--	NC	56	--	NC	5
Students with Disabilities	NC	34	10258	NC	94	94	NC	369	377	NC	24	23	NC	59	51	NC	18	25	NC	NA	1
Students without Disabilities	--	260	69713	--	100	100	--	442	429	--	3	5	--	32	39	--	62	52	--	3	3
Limited English Proficient Students	--	109	13985	--	98	97	--	408	382	--	11	18	--	50	54	--	39	27	--	1	0
Migrant Students	--	21	608	--	95	97	--	392	389	--	14	16	--	48	50	--	38	33	--	NA	0
Economically Disadvantaged	NC	249	38994	NC	99	98	NC	430	409	NC	6	10	NC	38	47	NC	54	41	NC	2	1
Non-Economically Disadvantaged	--	45	40977	--	100	100	--	459	437	--	NA	5	--	22	34	--	73	56	--	4	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	313	80147	NC	99	99	NC	474	482	NC	11	11	NC	22	17	NC	49	49	NC	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	163	39281	NC	98	99	NC	475	483	NC	12	9	NC	25	17	NC	42	50	NC	21	24
Male	NC	150	40780	NC	100	98	NC	473	482	NC	9	12	NC	19	17	NC	57	48	NC	15	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	NC	307	33494	NC	99	99	NC	473	466	NC	11	15	NC	22	23	NC	50	49	NC	17	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	--	NC	36122	--	NC	99	--	NC	501	--	NC	5	--	NC	10	--	NC	50	--	NC	35
Students with Disabilities	NC	38	10295	NC	100	92	NC	422	443	NC	42	33	NC	26	26	NC	29	33	NC	3	8
Students without Disabilities	--	275	69852	--	99	100	--	480	488	--	7	7	--	21	16	--	52	51	--	20	26
Limited English Proficient Students	--	123	12722	--	98	97	--	449	441	--	18	27	--	35	33	--	39	37	--	8	3
Migrant Students	--	13	622	--	100	97	--	457	454	--	8	19	--	38	30	--	54	43	--	NA	8
Economically Disadvantaged	NC	273	38371	NC	99	97	NC	470	465	NC	12	15	NC	25	23	NC	48	49	NC	15	13
Non-Economically Disadvantaged	--	40	41776	--	100	100	--	500	498	--	5	6	--	5	11	--	55	49	--	35	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	NC	301	79686	NC	95	98	NC	458	470	NC	12	11	NC	37	24	NC	46	57	NC	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	160	39163	NC	96	99	NC	462	475	NC	10	9	NC	34	22	NC	49	60	NC	6	10
Male	NC	141	40438	NC	94	97	NC	453	465	NC	13	13	NC	40	25	NC	43	54	NC	4	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	NC	295	33299	NC	95	98	NC	457	452	NC	12	17	NC	38	32	NC	46	47	NC	5	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	--	NC	35914	--	NC	98	--	NC	489	--	NC	5	--	NC	15	--	NC	67	--	NC	14
Students with Disabilities	NC	25	9808	NC	66	87	NC	420	432	NC	32	35	NC	52	32	NC	16	30	NC	NA	3
Students without Disabilities	--	276	69878	--	99	100	--	460	475	--	10	8	--	36	23	--	49	61	--	6	9
Limited English Proficient Students	--	112	12594	--	90	96	--	428	422	--	23	34	--	54	45	--	23	21	--	NA	0
Migrant Students	--	13	611	--	100	95	--	441	439	--	23	22	--	38	39	--	38	37	--	NA	2
Economically Disadvantaged	NC	261	38095	NC	95	97	NC	453	452	NC	13	17	NC	39	32	NC	43	48	NC	4	3
Non-Economically Disadvantaged	--	40	41591	--	100	99	--	489	486	--	NA	6	--	23	16	--	65	65	--	13	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	313	80372	NC	99	99	NC	475	475	NC	3	4	NC	32	30	NC	64	64	NC	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	164	39452	NC	99	99	NC	487	488	NC	3	3	NC	22	22	NC	74	72	NC	1	3
Male	NC	149	40836	NC	99	98	NC	462	464	NC	3	6	NC	43	37	NC	53	56	NC	1	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	NC	307	33608	NC	99	99	NC	475	462	NC	3	6	NC	32	36	NC	64	57	NC	1	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	--	NC	36213	--	NC	99	--	NC	489	--	NC	2	--	NC	22	--	NC	72	--	NC	3
Students with Disabilities	NC	36	10526	NC	95	94	NC	433	427	NC	14	15	NC	53	53	NC	33	31	NC	NA	1
Students without Disabilities	--	277	69846	--	100	100	--	479	482	--	2	3	--	29	26	--	68	69	--	1	2
Limited English Proficient Students	--	122	12747	--	98	97	--	453	432	--	5	12	--	47	52	--	48	36	--	NA	0
Migrant Students	--	13	621	--	100	97	--	476	452	--	NA	9	--	38	40	--	62	51	--	NA	0
Economically Disadvantaged	NC	273	38521	NC	99	98	NC	473	461	NC	3	6	NC	34	38	NC	62	55	NC	0	1
Non-Economically Disadvantaged	--	40	41851	--	100	100	--	491	489	--	3	3	--	15	22	--	78	72	--	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	NC	334	79306	NC	98	99	NC	486	504	NC	15	13	NC	28	20	NC	49	49	NC	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	146	38845	NC	98	99	NC	487	505	NC	14	11	NC	32	20	NC	45	50	NC	10	18
Male	NC	188	40383	NC	98	98	NC	486	504	NC	15	14	NC	26	19	NC	53	47	NC	6	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	NC	320	32673	NC	98	99	NC	486	487	NC	15	18	NC	28	25	NC	49	46	NC	8	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	--	11	36234	--	100	99	--	496	523	--	NA	6	--	27	13	--	73	52	--	NA	28
Students with Disabilities	NC	33	10286	NC	85	91	NC	446	462	NC	52	41	NC	21	27	NC	27	27	NC	NA	5
Students without Disabilities	--	301	69020	--	100	100	--	490	510	--	11	9	--	29	18	--	52	52	--	9	21
Limited English Proficient Students	--	79	10291	--	95	96	--	455	458	--	34	38	--	42	34	--	24	26	--	NA	2
Migrant Students	--	22	630	--	96	95	--	460	478	--	27	24	--	45	27	--	27	43	--	NA	6
Economically Disadvantaged	NC	274	37437	NC	98	97	NC	484	486	NC	17	19	NC	29	26	NC	47	46	NC	7	9
Non-Economically Disadvantaged	--	60	41869	--	100	100	--	499	521	--	5	7	--	25	14	--	58	51	--	12	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	322	79000	NC	95	98	NC	472	489	NC	11	10	NC	35	24	NC	52	58	NC	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	144	38774	NC	97	99	NC	475	494	NC	9	7	NC	33	22	NC	54	61	NC	3	10
Male	NC	178	40150	NC	93	98	NC	470	485	NC	12	12	NC	36	25	NC	51	55	NC	1	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	NC	308	32508	NC	95	98	NC	472	472	NC	11	15	NC	36	33	NC	51	49	NC	2	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	--	11	36135	--	100	98	--	482	508	--	NA	4	--	9	14	--	91	67	--	NA	15
Students with Disabilities	NC	22	9991	NC	56	88	NC	441	449	NC	36	33	NC	36	36	NC	27	29	NC	NA	2
Students without Disabilities	--	300	69009	--	100	100	--	474	495	--	9	6	--	35	22	--	54	62	--	2	10
Limited English Proficient Students	--	71	10199	--	86	95	--	437	439	--	34	35	--	58	47	--	8	18	--	NA	0
Migrant Students	--	21	629	--	91	95	--	451	457	--	19	22	--	48	41	--	33	37	--	NA	1
Economically Disadvantaged	NC	263	37234	NC	94	97	NC	469	472	NC	13	15	NC	37	33	NC	49	50	NC	2	3
Non-Economically Disadvantaged	--	59	41766	--	98	99	--	486	505	--	2	5	--	25	16	--	69	65	--	3	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	337	79611	NC	99	99	NC	490	496	NC	8	7	NC	39	37	NC	52	56	NC	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	147	39016	NC	99	99	NC	506	511	NC	5	4	NC	31	29	NC	64	66	NC	1	1
Male	NC	190	40519	NC	99	98	NC	477	482	NC	11	10	NC	46	44	NC	43	46	NC	1	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	NC	322	32855	NC	99	99	NC	490	481	NC	8	10	NC	39	43	NC	53	47	NC	1	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	--	11	36380	--	100	99	--	493	511	--	NA	4	--	55	30	--	45	65	--	NA	1
Students with Disabilities	NC	36	10664	NC	92	94	NC	420	440	NC	39	23	NC	42	54	NC	17	22	NC	3	1
Students without Disabilities	--	301	68947	--	100	100	--	497	504	--	4	4	--	39	34	--	56	61	--	0	1
Limited English Proficient Students	--	80	10362	--	96	97	--	449	438	--	16	22	--	59	57	--	25	21	--	NA	NA
Migrant Students	--	22	636	--	96	96	--	458	467	--	23	14	--	27	47	--	50	38	--	NA	0
Economically Disadvantaged	NC	277	37626	NC	99	98	NC	488	479	NC	9	10	NC	40	45	NC	51	45	NC	1	0
Non-Economically Disadvantaged	--	60	41985	--	100	100	--	497	511	--	5	4	--	37	30	--	58	65	--	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	NC	346	79327	NC	94	98	NC	495	518	NC	23	19	NC	31	20	NC	42	46	NC	4	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	172	38961	--	95	98	--	497	520	--	17	16	--	37	20	--	41	48	--	5	16
Male	NC	174	40295	NC	93	97	NC	494	516	NC	30	21	NC	24	19	NC	42	44	NC	4	16
African American	--	NC	4247	--	NC	98	--	NC	499	--	NC	27	--	NC	24	--	NC	41	--	NC	8
Hispanic	--	333	32327	--	94	98	--	496	499	--	23	27	--	31	25	--	42	41	--	4	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	NC	11	36373	NC	92	98	NC	489	538	NC	36	10	NC	18	14	NC	36	52	NC	9	25
Students with Disabilities	NC	20	9321	NC	50	87	NC	447	467	NC	70	54	NC	25	22	NC	5	21	NC	NA	3
Students without Disabilities	--	326	70006	--	99	100	--	498	524	--	21	14	--	31	19	--	44	49	--	5	18
Limited English Proficient Students	--	90	9431	--	84	95	--	463	466	--	51	53	--	37	27	--	12	18	--	NA	1
Migrant Students	--	26	635	--	84	94	--	494	488	--	23	31	--	31	29	--	42	36	--	4	4
Economically Disadvantaged	--	283	37097	--	93	97	--	491	498	--	25	27	--	32	25	--	40	41	--	3	7
Non-Economically Disadvantaged	NC	63	42230	NC	97	99	NC	514	535	NC	17	11	NC	24	15	NC	48	50	NC	11	24

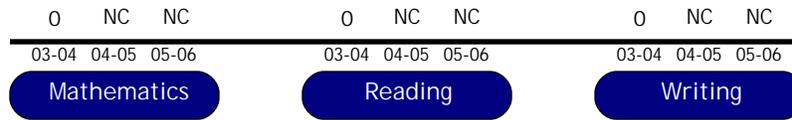
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	340	79501	NC	92	98	NC	482	497	NC	10	10	NC	36	25	NC	52	60	NC	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	172	39062	--	95	99	--	485	502	--	9	8	--	32	23	--	59	64	--	1	5
Male	NC	168	40368	NC	89	98	NC	479	491	NC	11	13	NC	40	27	NC	46	57	NC	2	3
African American	--	NC	4279	--	NC	99	--	NC	485	--	NC	14	--	NC	30	--	NC	54	--	NC	2
Hispanic	--	329	32389	--	93	98	--	482	478	--	10	16	--	37	34	--	52	48	--	1	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	NC	NC	36446	NC	NC	99	NC	NC	516	NC	NC	4	NC	NC	15	NC	NC	73	NC	NC	7
Students with Disabilities	NC	14	9411	NC	35	88	NC	438	453	NC	43	36	NC	57	36	NC	NA	26	NC	NA	1
Students without Disabilities	--	326	70090	--	99	100	--	484	502	--	9	7	--	35	24	--	55	65	--	2	5
Limited English Proficient Students	--	88	9401	--	82	94	--	445	443	--	28	40	--	63	46	--	9	14	--	NA	0
Migrant Students	--	26	642	--	84	95	--	472	465	--	19	24	--	42	41	--	38	35	--	NA	0
Economically Disadvantaged	--	279	37183	--	92	97	--	477	479	--	11	16	--	41	34	--	47	49	--	1	1
Non-Economically Disadvantaged	NC	61	42318	NC	94	99	NC	507	513	NC	7	5	NC	13	17	NC	75	70	NC	5	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	NC	364	80000	NC	99	99	NC	554	564	NC	2	3	NC	12	11	NC	84	75	NC	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	180	39288	--	99	99	--	566	579	--	1	2	--	6	6	--	89	77	--	3	16
Male	NC	184	40644	NC	98	98	NC	543	549	NC	3	4	NC	17	15	NC	78	74	NC	2	7
African American	--	NC	4307	--	NC	99	--	NC	551	--	NC	4	--	NC	13	--	NC	75	--	NC	7
Hispanic	--	350	32672	--	99	99	--	555	548	--	1	4	--	12	14	--	84	76	--	3	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	NC	12	36602	NC	100	99	NC	526	579	NC	17	2	NC	8	7	NC	75	75	NC	NA	16
Students with Disabilities	NC	38	9919	NC	95	93	NC	490	505	NC	8	9	NC	39	35	NC	53	54	NC	NA	2
Students without Disabilities	--	326	70081	--	99	100	--	561	571	--	1	2	--	8	7	--	87	79	--	3	12
Limited English Proficient Students	--	104	9571	--	97	96	--	517	502	--	4	10	--	30	29	--	66	60	--	NA	1
Migrant Students	--	29	654	--	94	97	--	549	534	--	NA	7	--	17	16	--	83	74	--	NA	3
Economically Disadvantaged	--	299	37534	--	98	98	--	550	547	--	2	4	--	12	15	--	84	76	--	2	5
Non-Economically Disadvantaged	NC	65	42466	NC	100	100	NC	572	578	NC	2	2	NC	9	7	NC	82	75	NC	8	16

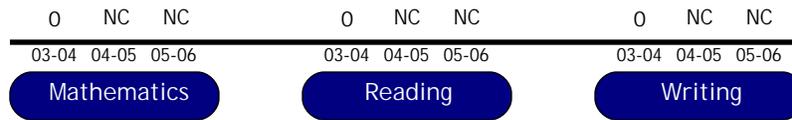
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	--	--	39	47	--	--	35	46
	Language	--	--	38	50	--	--	49	47	--	--	50	48
	Mathematics	--	--	60	64	--	--	45	50	--	--	44	52
3	Reading	--	--	NA	55	--	--	36	44	--	--	41	46
	Language	--	--	54	61	--	--	38	44	--	--	41	46
	Mathematics	--	--	65	61	--	--	46	51	--	--	54	52
4	Reading	--	--	NA	56	--	--	40	48	--	--	43	52
	Language	--	--	43	52	--	--	39	49	--	--	48	52
	Mathematics	--	--	57	61	--	--	46	53	--	--	52	58
5	Reading	--	--	NA	55	--	--	42	50	--	--	41	56
	Language	--	--	45	49	--	--	43	50	--	--	39	54
	Mathematics	--	--	57	63	--	--	44	49	--	--	39	52
6	Reading	--	--	NA	56	--	--	43	51	--	--	46	56
	Language	--	--	37	48	--	--	40	47	--	--	39	50
	Mathematics	--	--	53	66	--	--	46	52	--	--	43	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

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

Council Duties

- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Parent/School Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.15	Teacher	1.00
Other Professional Staff	.80	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	1
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	100%

Resources Available at School Site

Special Facilities

- Ü Physical and Sensory Therapy Room
- Ü Academic Rooms
- Ü Full Kitchen/Full Dining Room
- Ü Computer Lab

Extracurricular Activities

- Ü Special Olympics
- Ü Special School /Community Events

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Health Services
- Ü Recreational Activities

Ü Progress continues to be made in all areas - reading, writing and math.

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	100	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

Maryvale is proud to report no incidents that required intervention of local, state or federal law enforcement. We will continue to provide a safe and secure facility with a well-organized academic program for all of our students.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jody Pirtle	(520) 364-2447
Transportation Policy	Gilbert Gutierrez	(520) 364-2447
Community Resources	Jody Pirtle	(520) 364-2447
School Nutrition Programs	Beverly Jackson	(520) 364-5641
Parent Organization	Jody Pirtle	(520) 364-2447
Student Health/Nurse	Joan Melendez	(520) 364-2447

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.