

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

462 S. Lake Powell Blvd, Page, AZ 86040

Page 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	Performing Plus
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Matthew Dominy
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-5
 Web Address : www.pageud.k12.az.us
 Phone Number : (928) 608-4156
 Fax Number : (928) 608-4169
 E-mail : mdominy@pageud.k12.az.us

Mission

Desert View Elementary School is a safe, caring community where everyone is a partner in celebrating learning, diversity and the self-worth of each individual. This community promotes excellence in literacy and character development.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	Warning Year
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 This is our third year as a Reading First school. Reading instruction is based on scientifically-based reading research and effective reading strategies.
- ü Our goal is to provide effective reading interventions that will accelerate those students who are currently reading below grade level to grade level reading performance.
- ü Our goal is to effectively meet the needs of all students in reading by providing flexible grouping based upon data and continuous progress monitoring.
- ü Our goal is to meet the needs of all learners by providing differentiated instruction that is appropriate to the needs of all of our students.

Enrollment

October 1, 2005 School Year Student Enrollment : 589
 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 Reading First
- ü Full-day Kindergarten
- ü Special Education Preschool
- ü On-site Special Education
- ü After-School Programs for Grades 3-5
- ü Summer School Program for Grades K-4

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/16/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

DVE is committed to the belief that parents are partners in education. Shared decision making is used to develop and implement curriculum. We will provide parent teacher conferences and other opportunities for collaboration between teachers and parents.

Parents

All parents are expected to read the Family Handbook and discuss expectations of behavior for students of Desert View. Parents are expected to attend all Parent/Teacher conferences and to closely monitor their children's academic and social progress.

Transportation Policy

The district is responsible for providing transportation to/from school for our students. It is the students' responsibility to act appropriately while in transit. It is the parent's and the child's responsibility to ensure that children are acting appropriately.

School Honors

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

Award/Honor	Year
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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	97	211	80010	99	100	99	413	426	447	25	20	10	33	26	18	41	44	53	1	9	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	97	38935	96	98	99	413	431	447	20	12	9	41	30	19	39	48	55	NA	9	17
Male	48	114	40974	100	100	98	413	422	448	29	27	11	25	23	18	44	40	52	2	10	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	NC	NC	34545	NC	NC	99	NC	NC	432	NC	NC	14	NC	NC	24	NC	NC	53	NC	NC	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	88	161	3979	98	99	96	411	413	424	27	25	17	33	31	30	39	40	47	1	3	6
White	NC	38	35142	NC	100	99	NC	476	465	NC	3	5	NC	8	11	NC	53	56	NC	37	28
Students with Disabilities	14	43	10161	100	100	93	405	393	419	50	53	28	7	19	28	43	26	36	NA	2	8
Students without Disabilities	83	168	69849	99	99	100	414	435	451	20	12	7	37	28	17	41	49	56	1	11	19
Limited English Proficient Students	27	29	14013	100	100	97	393	392	413	41	41	24	37	38	34	22	21	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	--	--	39029	--	--	98	--	--	432	--	--	14	--	--	25	--	--	52	--	--	9
Non-Economically Disadvantaged	97	211	40981	99	100	100	413	426	462	25	20	6	33	26	13	41	44	54	1	9	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	97	211	79438	99	100	98	423	432	451	11	14	9	49	36	24	38	45	56	1	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	97	38775	96	98	99	427	442	457	4	5	7	61	40	22	33	47	58	2	7	13
Male	48	114	40560	100	100	97	418	423	446	19	22	12	38	32	25	44	43	54	NA	4	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	NC	NC	34297	NC	NC	99	NC	NC	434	NC	NC	14	NC	NC	31	NC	NC	50	NC	NC	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	88	161	3940	98	99	95	420	420	429	11	17	14	53	43	36	34	39	47	1	1	3
White	NC	38	34887	NC	100	98	NC	474	471	NC	3	4	NC	11	15	NC	66	63	NC	21	18
Students with Disabilities	14	43	9588	100	100	88	411	392	416	29	49	30	36	30	32	36	21	34	NA	NA	5
Students without Disabilities	83	168	69850	99	99	100	425	442	456	8	5	7	52	37	23	39	51	59	1	7	12
Limited English Proficient Students	27	29	13856	100	100	96	405	402	407	19	21	27	63	62	43	19	17	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	--	--	38685	--	--	97	--	--	435	--	--	14	--	--	32	--	--	50	--	--	5
Non-Economically Disadvantaged	97	211	40753	99	100	99	423	432	467	11	14	5	49	36	16	38	45	62	1	5	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	96	210	79971	98	99	99	418	420	423	3	7	8	57	46	41	40	45	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	97	38974	96	98	99	430	438	437	NA	1	5	51	40	33	49	55	57	NA	4	4
Male	47	113	40895	100	100	98	406	404	410	6	12	10	64	51	47	30	37	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	NC	NC	34481	NC	NC	99	NC	NC	410	NC	NC	10	NC	NC	46	NC	NC	43	NC	NC	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	87	160	3995	97	99	96	419	412	409	3	8	10	59	51	47	38	41	42	NA	NA	1
White	NC	38	35150	NC	100	99	NC	448	437	NC	3	5	NC	29	35	NC	61	56	NC	8	5
Students with Disabilities	14	43	10258	100	100	94	374	373	377	21	23	23	50	56	51	29	21	25	NA	NA	1
Students without Disabilities	82	167	69713	98	99	100	425	432	429	NA	2	5	59	44	39	41	51	52	NA	2	3
Limited English Proficient Students	27	29	13985	100	100	97	402	396	382	11	14	18	56	55	54	33	31	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	--	--	38994	--	--	98	--	--	409	--	--	10	--	--	47	--	--	41	--	--	1
Non-Economically Disadvantaged	96	210	40977	98	99	100	418	420	437	3	7	5	57	46	34	40	45	56	NA	2	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	111	221	80147	100	100	99	453	462	482	20	17	11	24	24	17	49	46	49	7	13	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	99	39281	96	98	99	459	466	483	15	13	9	28	27	17	47	47	50	9	12	24
Male	58	121	40780	100	100	98	448	459	482	24	20	12	21	21	17	50	45	48	5	14	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	NC	NC	33494	NC	NC	99	NC	NC	466	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	90	154	4117	100	100	96	448	450	456	21	21	19	24	27	27	52	49	46	2	3	8
White	17	59	36122	100	100	99	494	494	501	NA	5	5	24	15	10	41	42	50	35	37	35
Students with Disabilities	14	41	10295	100	100	92	406	421	443	57	46	33	36	29	26	7	24	33	NA	NA	8
Students without Disabilities	97	180	69852	99	100	100	460	471	488	14	11	7	23	23	16	55	51	51	8	16	26
Limited English Proficient Students	34	35	12722	100	100	97	424	422	441	44	46	27	26	26	33	29	29	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	NC	38371	NC	NC	97	NC	NC	465	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	13
Non-Economically Disadvantaged	110	220	41776	100	100	100	454	462	498	20	17	6	24	24	11	49	46	49	7	13	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	111	220	79686	100	100	98	449	456	470	19	15	11	32	29	24	46	52	57	4	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	99	39163	96	98	99	461	465	475	13	8	9	26	28	22	55	60	60	6	4	10
Male	58	120	40438	100	100	97	438	449	465	24	20	13	36	29	25	38	47	54	2	4	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	NC	NC	33299	NC	NC	98	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	47	NC	NC	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	90	153	4087	100	100	96	443	443	446	21	18	16	36	37	38	41	44	44	2	1	2
White	17	59	35914	100	100	98	494	490	489	6	7	5	NA	7	15	82	75	67	12	12	14
Students with Disabilities	14	41	9808	100	100	87	406	412	432	57	46	35	36	34	32	7	20	30	NA	NA	3
Students without Disabilities	97	179	69878	99	99	100	456	466	475	13	8	8	31	27	23	52	60	61	4	5	9
Limited English Proficient Students	34	35	12594	100	100	96	413	411	422	41	43	34	47	46	45	12	11	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	NC	38095	NC	NC	97	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	110	219	41591	100	100	99	449	456	486	19	15	6	32	29	16	45	52	65	4	4	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	110	219	80372	99	100	99	470	475	475	4	4	4	32	27	30	62	66	64	3	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	99	39452	96	98	99	495	497	488	NA	NA	3	23	18	22	72	76	72	6	6	3
Male	57	120	40836	100	100	98	448	457	464	7	7	6	40	35	37	53	58	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	NC	NC	33608	NC	NC	99	NC	NC	462	NC	NC	6	NC	NC	36	NC	NC	57	NC	NC	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	89	152	4128	99	99	97	464	466	464	4	5	4	34	30	39	60	64	56	2	1	1
White	17	59	36213	100	100	99	511	498	489	NA	2	2	6	17	22	88	78	72	6	3	3
Students with Disabilities	13	40	10526	100	100	94	405	422	427	15	13	15	62	60	53	23	28	31	NA	NA	1
Students without Disabilities	97	179	69846	99	99	100	479	487	482	2	2	3	28	20	26	67	75	69	3	3	2
Limited English Proficient Students	34	34	12747	100	100	97	438	438	432	6	6	12	53	53	52	41	41	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	NC	38521	NC	NC	98	NC	NC	461	NC	NC	6	NC	NC	38	NC	NC	55	NC	NC	1
Non-Economically Disadvantaged	109	218	41851	99	100	100	470	475	489	4	4	3	32	28	22	61	66	72	3	3	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	77	164	79306	100	100	99	483	496	504	23	19	13	23	16	20	45	52	49	8	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	74	38845	100	99	99	481	502	505	27	16	11	24	18	20	33	47	50	15	19	18
Male	43	89	40383	100	100	98	484	492	504	21	21	14	23	15	19	53	56	47	2	8	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	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	69	113	4034	100	100	97	477	481	479	26	26	22	25	20	29	43	48	43	6	6	7
White	NC	39	36234	NC	98	99	NC	536	523	NC	3	6	NC	5	13	NC	59	52	NC	33	28
Students with Disabilities	13	29	10286	100	100	91	437	443	462	69	69	41	15	10	27	15	21	27	NA	NA	5
Students without Disabilities	64	135	69020	100	100	100	492	507	510	14	8	9	25	17	18	52	59	52	9	16	21
Limited English Proficient Students	22	28	10291	100	100	96	449	451	458	45	43	38	41	39	34	14	18	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	--	--	37437	--	--	97	--	--	486	--	--	19	--	--	26	--	--	46	--	--	9
Non-Economically Disadvantaged	77	164	41869	100	100	100	483	496	521	23	19	7	23	16	14	45	52	51	8	13	27

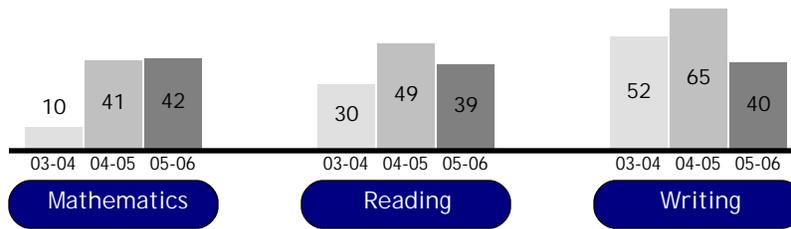
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	164	79000	100	100	98	471	480	489	13	10	10	40	30	24	43	53	58	4	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	74	38774	100	99	99	468	482	494	15	8	7	42	32	22	39	53	61	3	7	10
Male	43	89	40150	100	100	98	471	478	485	12	12	12	40	29	25	44	53	55	5	6	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	NC	32508	NC	NC	99	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	69	113	4016	100	100	96	464	466	467	14	14	14	43	41	37	41	42	46	1	3	2
White	NC	39	36135	NC	98	98	NC	517	508	NC	NA	4	NC	8	14	NC	79	67	NC	13	15
Students with Disabilities	13	29	9991	100	100	88	430	436	449	54	48	33	31	28	36	15	24	29	NA	NA	2
Students without Disabilities	64	135	69009	100	100	100	478	490	495	5	2	6	42	31	22	48	59	62	5	7	10
Limited English Proficient Students	22	28	10199	100	100	95	438	438	439	36	32	35	55	57	47	9	11	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	--	--	37234	--	--	97	--	--	472	--	--	15	--	--	33	--	--	50	--	--	3
Non-Economically Disadvantaged	77	164	41766	100	100	99	471	480	505	13	10	5	40	30	16	43	53	65	4	6	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	77	165	79611	100	100	99	478	491	496	4	5	7	60	44	37	36	51	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	75	39016	100	100	99	494	502	511	NA	3	4	52	36	29	48	61	66	NA	NA	1
Male	43	89	40519	100	100	98	466	481	482	7	7	10	65	51	44	28	43	46	NA	NA	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	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	69	114	3992	100	100	96	474	480	478	4	6	10	61	52	46	35	42	44	NA	NA	0
White	NC	39	36380	NC	98	99	NC	515	511	NC	3	4	NC	28	30	NC	69	65	NC	NA	1
Students with Disabilities	13	29	10664	100	100	94	420	432	440	15	21	23	77	66	54	8	14	22	NA	NA	1
Students without Disabilities	64	136	68947	100	100	100	489	503	504	2	1	4	56	40	34	42	59	61	NA	NA	1
Limited English Proficient Students	22	28	10362	100	100	97	460	458	438	5	7	22	77	71	57	18	21	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	--	--	37626	--	--	98	--	--	479	--	--	10	--	--	45	--	--	45	--	--	0
Non-Economically Disadvantaged	77	165	41985	100	100	100	478	491	511	4	5	4	60	44	30	36	51	65	NA	NA	1

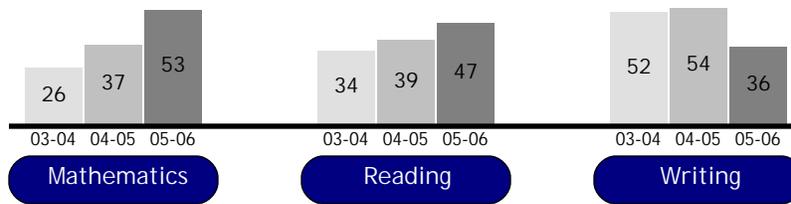
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	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
2	Reading	94	57	NA	58	98	32	36	47	100	34	37	46
	Language	96	55	51	50	98	35	36	47	100	32	34	48
	Mathematics	95	79	67	64	98	31	35	50	100	28	37	52
3	Reading	96	19	NA	55	100	35	40	44	99	25	34	46
	Language	96	31	52	61	100	33	36	44	99	27	30	46
	Mathematics	100	26	55	61	100	36	46	51	99	30	39	52
4	Reading	89	33	NA	56	97	36	43	48	100	37	43	52
	Language	95	36	42	52	97	32	40	49	100	35	39	52
	Mathematics	99	44	58	61	97	41	53	53	100	44	50	58
5	Reading	90	34	NA	55	98	38	42	50	100	41	50	56
	Language	92	38	39	49	98	34	37	50	100	34	41	54
	Mathematics	92	52	58	63	98	37	43	49	100	37	50	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum Development
- Ü Assessment
- Ü Textbook Selection
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	43.00
Other Professional Staff	3.00	Teacher Aide	21.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	3	0	0
4 to 6 years	10	1	0	0
7 to 9 years	3	1	0	0
10 or more years	5	8	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	43
Teachers with Emergency Certification.	7
Percent of teachers in the school with Emergency/Provisional Certification	16%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Multipurpose Facility/Gym
- Ü Computer Lab
- Ü Library
- Ü Art & Music

Extracurricular Activities

- Ü Native Culture & Language Club
- Ü American History Club
- Ü Odyssey of the Mind
- Ü Yearbook
- Ü Choir
- Ü Art Enrichment
- Ü Student Council
- Ü Reading Club

Social Services

- Ü DES Services
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü 80% of our Kindergarten students left Kindergarten at reading grade level according to DIBELS results.

ü Our teachers, reading specialists, and reading para-professionals implemented a successful reading intervention program on a school-wide scale.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

All visitors sign in at the office. We purchase t-shirts to ensure that students are easily identifiable by class on field trips. All doors except two are locked during the day. This year we will practice a lock-down drill.

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	Matthew Dominy	(928) 608-4137
Transportation Policy	Kathy Wagnon	(928) 608-4121
Community Resources	Matthew Dominy	(928) 608-4137
School Nutrition Programs	Shawna Leach	(928) 608-4102
Parent Organization		
Student Health/Nurse	Patricia Kent	(928) 608-4156

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.