

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

12901 N 63rd Ave, Glendale, AZ 85304

Peoria Unified School 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	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. Howard Brown
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-8
 Web Address : peoriaud.k12.az.us
 Phone Number : (623) 412-4750
 Fax Number : (623) 412-4755
 E-mail : hbrown@peoriaud.k12.az.us

Mission

Desert Valley is a community school that promotes education as a lifelong journey by nurturing each individual's potential.

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 Utilize data analysis to continue to improve student achievement through ongoing curriculum reformm differentiated instruction, and action research.
- ü Implement Desert Valley's Technology Plan that integrates the latest educational technology with sound instructional practice.
- ü Create inservice and professional development opportunites for all staff to explore ways for meeting the needs of all children through the development and refinement of instructional strategies.
- ü Develop and implement strategies for quality communication among all clients: students, parents, employees, and community.

Enrollment

October 1, 2005 School Year Student Enrollment : 705
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 199

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Technology Classes
- ü Enrichment Kindergarten
- ü Reading Intervention Programs
- ü Accelerated Math Course Offerings

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is the responsibility of Peoria School District employees to provide all students with the best and safest learning environment possible. Additionally, each school encourages high parent involvement in school activities and decision making.

Parents

The responsibilities of the parents are to work cooperatively with the school and maintain communication so as to help ensure that students are successful and responsible.

Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Desert Valley School. Transportation services are also provided for eligible special education students.

School Honors

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

Award/Honor	Year
ü Recipient of \$15,000 Learn and Serve Grant	2006
ü Scholastic Bowl Champions	2004
ü Selected as Technology Demonstration School	2003
ü A+ Arizona School Award	2001

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	90	2757	80010	98	97	99	464	455	447	10	6	10	20	15	18	56	59	53	14	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1317	38935	95	97	99	459	454	447	8	5	9	18	15	19	63	59	55	11	20	17
Male	52	1437	40974	100	96	98	468	456	448	12	7	11	21	14	18	50	58	52	17	21	19
African American	NC	152	4201	NC	95	99	NC	445	430	NC	8	17	NC	16	23	NC	64	51	NC	12	9
Hispanic	15	752	34545	94	95	99	470	439	432	13	10	14	33	22	24	47	58	53	7	11	9
Asian/Pacific Islander	NC	98	2068	NC	98	99	NC	463	474	NC	4	4	NC	14	10	NC	55	50	NC	27	36
American Indian/Alaskan Native	NC	40	3979	NC	98	96	NC	450	424	NC	10	17	NC	10	30	NC	63	47	NC	18	6
White	68	1714	35142	100	97	99	461	463	465	10	4	5	16	11	11	59	59	56	15	25	28
Students with Disabilities	30	447	10161	94	84	93	436	433	419	27	19	28	47	24	28	27	44	36	NA	12	8
Students without Disabilities	60	2310	69849	100	100	100	468	459	451	2	4	7	7	13	17	70	62	56	22	22	19
Limited English Proficient Students	NC	144	14013	NC	93	97	NC	410	413	NC	21	24	NC	43	34	NC	34	39	NC	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	24	838	39029	96	95	98	443	439	432	13	11	14	38	22	25	50	56	52	NA	11	9
Non-Economically Disadvantaged	66	1919	40981	99	98	100	469	462	462	9	4	6	14	11	13	58	60	54	20	25	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	90	2732	79438	98	96	98	473	465	451	3	4	9	29	19	24	56	62	56	12	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1311	38775	95	97	99	473	470	457	NA	3	7	29	17	22	61	62	58	11	18	13
Male	52	1418	40560	100	95	97	473	460	446	6	6	12	29	21	25	52	62	54	13	10	9
African American	NC	151	4178	NC	94	98	NC	454	439	NC	6	13	NC	24	29	NC	63	52	NC	7	6
Hispanic	15	743	34297	94	94	98	468	448	434	13	7	14	40	27	31	40	59	50	7	6	5
Asian/Pacific Islander	NC	98	2063	NC	98	99	NC	464	475	NC	5	3	NC	20	15	NC	58	63	NC	16	20
American Indian/Alaskan Native	NC	39	3940	NC	95	95	NC	463	429	NC	8	14	NC	13	36	NC	69	47	NC	10	3
White	68	1700	34887	100	97	98	470	473	471	1	3	4	26	16	15	60	64	63	12	18	18
Students with Disabilities	30	422	9588	94	80	88	439	441	416	7	14	30	63	32	32	30	46	34	NA	8	5
Students without Disabilities	60	2310	69850	100	100	100	478	469	456	2	3	7	12	17	23	68	65	59	18	15	12
Limited English Proficient Students	NC	139	13856	NC	90	96	NC	412	407	NC	21	27	NC	50	43	NC	29	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	24	818	38685	96	92	97	450	447	435	NA	8	14	50	30	32	50	56	50	NA	7	5
Non-Economically Disadvantaged	66	1914	40753	99	97	99	478	472	467	5	3	5	21	15	16	58	65	62	17	17	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	90	2759	79971	98	97	99	456	437	423	2	5	8	20	33	41	78	60	49	NA	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1318	38974	95	97	99	458	451	437	3	3	5	18	23	33	79	69	57	NA	5	4
Male	52	1439	40895	100	96	98	454	424	410	2	6	10	21	41	47	77	51	41	NA	1	2
African American	NC	154	4203	NC	96	99	NC	432	411	NC	6	11	NC	31	45	NC	61	43	NC	2	2
Hispanic	15	752	34481	94	95	99	443	428	410	7	6	10	40	38	46	53	54	43	NA	1	1
Asian/Pacific Islander	NC	98	2067	NC	98	99	NC	442	449	NC	3	4	NC	33	28	NC	60	60	NC	4	8
American Indian/Alaskan Native	NC	40	3995	NC	98	96	NC	427	409	NC	10	10	NC	25	47	NC	63	42	NC	3	1
White	68	1714	35150	100	97	99	456	441	437	1	4	5	18	30	35	81	62	56	NA	4	5
Students with Disabilities	30	455	10258	94	86	94	443	403	377	3	14	23	40	47	51	57	37	25	NA	2	1
Students without Disabilities	60	2304	69713	100	99	100	458	443	429	2	3	5	10	30	39	88	64	52	NA	4	3
Limited English Proficient Students	NC	145	13985	NC	94	97	NC	395	382	NC	10	18	NC	59	54	NC	31	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	24	838	38994	96	95	98	453	424	409	NA	6	10	38	40	47	63	52	41	NA	2	1
Non-Economically Disadvantaged	66	1921	40977	99	98	100	457	443	437	3	4	5	14	29	34	83	63	56	NA	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	87	2799	80147	100	97	99	497	490	482	8	7	11	15	14	17	53	53	49	24	26	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1350	39281	100	98	99	501	491	483	3	6	9	18	14	17	55	54	50	24	26	24
Male	49	1447	40780	100	96	98	494	489	482	12	7	12	12	14	17	51	52	48	24	27	24
African American	NC	152	4249	NC	97	99	NC	471	464	NC	15	17	NC	20	22	NC	51	48	NC	14	13
Hispanic	22	657	33494	100	96	99	494	473	466	14	10	15	18	20	23	50	55	49	18	14	14
Asian/Pacific Islander	NC	95	2103	NC	99	99	NC	508	515	NC	2	4	NC	12	8	NC	49	44	NC	37	45
American Indian/Alaskan Native	--	38	4117	--	95	96	--	478	456	--	13	19	--	13	27	--	55	46	--	18	8
White	52	1856	36122	100	97	99	501	497	501	4	5	5	13	12	10	54	52	50	29	31	35
Students with Disabilities	21	350	10295	100	80	92	449	454	443	24	26	33	33	24	26	38	40	33	5	10	8
Students without Disabilities	66	2449	69852	100	100	100	503	495	488	3	4	7	9	13	16	58	55	51	30	29	26
Limited English Proficient Students	NC	114	12722	NC	92	97	NC	434	441	NC	28	27	NC	39	33	NC	32	37	NC	1	3
Migrant Students	--	11	622	--	100	97	--	439	454	--	27	19	--	45	30	--	27	43	--	NA	8
Economically Disadvantaged	26	760	38371	100	93	97	473	474	465	15	10	15	31	21	23	50	54	49	4	15	13
Non-Economically Disadvantaged	61	2039	41776	100	98	100	504	496	498	5	5	6	8	12	11	54	52	49	33	31	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	87	2782	79686	100	96	98	489	483	470	3	5	11	22	18	24	57	67	57	17	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1348	39163	100	98	99	495	489	475	NA	3	9	21	15	22	63	69	60	16	13	10
Male	49	1432	40438	100	95	97	484	478	465	6	7	13	22	20	25	53	65	54	18	8	7
African American	NC	152	4228	NC	97	98	NC	470	458	NC	11	15	NC	20	28	NC	62	53	NC	7	4
Hispanic	22	650	33299	100	95	98	497	468	452	NA	9	17	23	26	32	64	60	47	14	6	3
Asian/Pacific Islander	NC	95	2097	NC	99	99	NC	487	490	NC	3	5	NC	17	13	NC	63	68	NC	17	14
American Indian/Alaskan Native	--	38	4087	--	95	96	--	473	446	--	5	16	--	26	38	--	61	44	--	8	2
White	52	1846	35914	100	97	98	491	489	489	2	3	5	21	15	15	56	70	67	21	12	14
Students with Disabilities	21	332	9808	100	76	87	453	451	432	5	21	35	43	32	32	52	42	30	NA	5	3
Students without Disabilities	66	2450	69878	100	100	100	494	487	475	3	3	8	15	16	23	59	70	61	23	11	9
Limited English Proficient Students	NC	109	12594	NC	88	96	NC	424	422	NC	28	34	NC	48	45	NC	25	21	NC	NA	0
Migrant Students	--	10	611	--	91	95	--	NA	439	--	NA	22	--	NA	39	--	NA	37	--	NA	2
Economically Disadvantaged	26	748	38095	100	92	97	468	468	452	4	8	17	38	26	32	54	61	48	4	5	3
Non-Economically Disadvantaged	61	2034	41591	100	98	99	495	488	486	3	4	6	15	15	16	59	69	65	23	12	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	87	2808	80372	100	97	99	485	484	475	NA	2	4	28	24	30	71	71	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1356	39452	100	98	99	497	497	488	NA	1	3	18	15	22	79	80	72	3	4	3
Male	49	1450	40836	100	96	98	474	472	464	NA	3	6	35	33	37	65	62	56	NA	1	1
African American	NC	152	4264	NC	97	99	NC	469	465	NC	5	5	NC	28	35	NC	66	59	NC	1	1
Hispanic	22	665	33608	100	97	99	484	473	462	NA	4	6	32	29	36	68	66	57	NA	1	1
Asian/Pacific Islander	NC	95	2098	NC	99	99	NC	497	500	NC	2	2	NC	20	16	NC	68	75	NC	9	7
American Indian/Alaskan Native	--	38	4128	--	95	97	--	481	464	--	NA	4	--	32	39	--	68	56	--	NA	1
White	52	1857	36213	100	97	99	486	489	489	NA	2	2	23	23	22	75	73	72	2	2	3
Students with Disabilities	21	361	10526	100	82	94	450	445	427	NA	9	15	38	51	53	62	39	31	NA	1	1
Students without Disabilities	66	2447	69846	100	100	100	489	489	482	NA	1	3	24	21	26	74	76	69	2	2	2
Limited English Proficient Students	NC	116	12747	NC	94	97	NC	436	432	NC	12	12	NC	51	52	NC	37	36	NC	NA	0
Migrant Students	--	11	621	--	100	97	--	456	452	--	9	9	--	27	40	--	64	51	--	NA	0
Economically Disadvantaged	26	772	38521	100	95	98	459	471	461	NA	4	6	46	31	38	54	64	55	NA	1	1
Non-Economically Disadvantaged	61	2036	41851	100	98	100	492	489	489	NA	2	3	20	22	22	79	74	72	2	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	85	2833	79306	100	97	99	535	515	504	1	8	13	13	16	20	55	54	49	31	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1390	38845	100	98	99	541	515	505	NA	6	11	10	17	20	55	55	50	35	22	18
Male	45	1439	40383	100	96	98	529	515	504	2	9	14	16	15	19	56	53	47	27	23	19
African American	NC	174	4171	NC	96	98	NC	500	485	NC	7	20	NC	28	26	NC	50	44	NC	14	10
Hispanic	13	685	32673	93	96	99	518	497	487	8	14	18	15	21	25	54	52	46	23	14	10
Asian/Pacific Islander	NC	92	2147	NC	100	99	NC	535	539	NC	4	5	NC	16	10	NC	42	46	NC	37	40
American Indian/Alaskan Native	NC	33	4034	NC	94	97	NC	496	479	NC	15	22	NC	27	29	NC	45	43	NC	12	7
White	64	1849	36234	100	97	99	540	522	523	NA	5	6	11	12	13	56	56	52	33	26	28
Students with Disabilities	18	368	10286	100	80	91	485	479	462	6	29	41	33	25	27	61	36	27	NA	10	5
Students without Disabilities	67	2465	69020	100	100	100	541	520	510	NA	4	9	7	14	18	54	57	52	39	24	21
Limited English Proficient Students	NC	96	10291	NC	91	96	NC	450	458	NC	47	38	NC	29	34	NC	23	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	20	752	37437	100	94	97	529	493	486	5	15	19	20	24	26	50	48	46	25	12	9
Non-Economically Disadvantaged	65	2081	41869	100	98	100	536	523	521	NA	5	7	11	13	14	57	56	51	32	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2813	79000	100	96	98	509	499	489	2	5	10	14	18	24	72	67	58	12	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1384	38774	100	97	99	511	503	494	3	3	7	13	17	22	75	68	61	10	11	10
Male	45	1425	40150	100	95	98	506	496	485	2	7	12	16	20	25	69	65	55	13	9	8
African American	NC	172	4153	NC	95	98	NC	488	476	NC	5	13	NC	26	30	NC	63	53	NC	6	4
Hispanic	13	677	32508	93	95	98	494	483	472	15	9	15	15	27	33	54	58	49	15	5	3
Asian/Pacific Islander	NC	92	2142	NC	100	99	NC	502	510	NC	3	4	NC	17	14	NC	65	67	NC	14	16
American Indian/Alaskan Native	NC	32	4016	NC	91	96	NC	487	467	NC	3	14	NC	31	37	NC	56	46	NC	9	2
White	64	1840	36135	100	97	98	513	506	508	NA	4	4	13	14	14	77	70	67	11	12	15
Students with Disabilities	18	348	9991	100	75	88	480	468	449	NA	19	33	28	32	36	67	46	29	6	3	2
Students without Disabilities	67	2465	69009	100	100	100	512	503	495	3	3	6	10	17	22	73	70	62	13	11	10
Limited English Proficient Students	NC	90	10199	NC	86	95	NC	437	439	NC	39	35	NC	41	47	NC	20	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	20	742	37234	100	93	97	490	480	472	5	9	15	30	29	33	65	58	50	NA	4	3
Non-Economically Disadvantaged	65	2071	41766	100	98	99	514	506	505	2	4	5	9	15	16	74	70	65	15	12	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	85	2841	79611	100	97	99	511	503	496	1	5	7	27	33	37	68	61	56	4	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1393	39016	100	98	99	520	517	511	3	3	4	18	23	29	78	72	66	3	1	1
Male	45	1444	40519	100	96	98	501	490	482	NA	7	10	36	43	44	60	50	46	4	0	0
African American	NC	173	4188	NC	96	98	NC	497	486	NC	6	9	NC	34	40	NC	59	50	NC	1	0
Hispanic	13	692	32855	93	97	99	489	487	481	8	8	10	23	41	43	69	51	47	NA	1	0
Asian/Pacific Islander	NC	92	2149	NC	100	100	NC	511	519	NC	2	4	NC	29	24	NC	68	70	NC	NA	2
American Indian/Alaskan Native	NC	33	3992	NC	94	96	NC	491	478	NC	9	10	NC	36	46	NC	52	44	NC	3	0
White	64	1851	36380	100	97	99	515	510	511	NA	4	4	28	30	30	70	65	65	2	1	1
Students with Disabilities	18	378	10664	100	82	94	478	456	440	NA	17	23	28	52	54	56	30	22	17	1	1
Students without Disabilities	67	2463	68947	100	100	100	515	510	504	1	3	4	27	30	34	72	66	61	NA	1	1
Limited English Proficient Students	NC	101	10362	NC	96	97	NC	429	438	NC	23	22	NC	64	57	NC	13	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	20	761	37626	100	95	98	507	483	479	5	9	10	20	43	45	75	48	45	NA	0	0
Non-Economically Disadvantaged	65	2080	41985	100	98	100	512	511	511	NA	3	4	29	30	30	66	66	65	5	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	68	2877	79327	97	96	98	545	538	518	10	10	19	13	14	20	53	51	46	24	25	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1415	38961	97	97	98	546	538	520	9	9	16	16	14	20	50	53	48	25	24	16
Male	36	1461	40295	97	96	97	543	538	516	11	10	21	11	14	19	56	48	44	22	27	16
African American	NC	145	4247	NC	94	98	NC	515	499	NC	15	27	NC	26	24	NC	48	41	NC	12	8
Hispanic	14	659	32327	100	96	98	533	518	499	21	17	27	7	18	25	50	50	41	21	15	8
Asian/Pacific Islander	NC	103	1939	NC	97	99	NC	564	556	NC	5	6	NC	7	10	NC	48	47	NC	41	36
American Indian/Alaskan Native	NC	37	4391	NC	100	96	NC	528	489	NC	8	32	NC	19	27	NC	57	36	NC	16	4
White	46	1933	36373	98	97	98	546	546	538	7	7	10	17	13	14	54	51	52	22	29	25
Students with Disabilities	26	339	9321	96	78	87	501	486	467	19	36	54	27	25	22	50	31	21	4	8	3
Students without Disabilities	42	2538	70006	98	99	100	554	544	524	5	6	14	5	13	19	55	53	49	36	28	18
Limited English Proficient Students	NC	94	9431	NC	89	95	NC	470	466	NC	51	53	NC	23	27	NC	24	18	NC	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	15	752	37097	100	93	97	514	515	498	27	18	27	7	19	25	53	49	41	13	14	7
Non-Economically Disadvantaged	53	2125	42230	96	97	99	551	546	535	6	7	11	15	13	15	53	51	50	26	29	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	2872	79501	97	96	98	516	509	497	7	5	10	16	20	25	72	69	60	4	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1413	39062	97	97	99	523	514	502	6	4	8	13	18	23	81	72	64	NA	6	5
Male	36	1458	40368	97	96	98	510	505	491	8	6	13	19	23	27	64	67	57	8	5	3
African American	NC	145	4279	NC	94	99	NC	491	485	NC	8	14	NC	30	30	NC	61	54	NC	1	2
Hispanic	14	658	32389	100	96	98	503	493	478	7	10	16	29	28	34	64	61	48	NA	1	1
Asian/Pacific Islander	NC	103	1936	NC	97	99	NC	521	519	NC	4	3	NC	12	14	NC	77	73	NC	8	9
American Indian/Alaskan Native	NC	37	4401	NC	100	96	NC	494	473	NC	11	17	NC	19	40	NC	70	43	NC	NA	1
White	46	1929	36446	98	96	99	518	516	516	7	3	4	15	18	15	74	72	73	4	7	7
Students with Disabilities	26	334	9411	96	77	88	472	469	453	15	19	36	27	40	36	58	40	26	NA	1	1
Students without Disabilities	42	2538	70090	98	99	100	525	514	502	2	3	7	10	18	24	81	73	65	7	6	5
Limited English Proficient Students	NC	90	9401	NC	85	94	NC	448	443	NC	36	40	NC	48	46	NC	17	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	15	754	37183	100	94	97	481	491	479	13	10	16	27	31	34	60	57	49	NA	3	1
Non-Economically Disadvantaged	53	2118	42318	96	97	99	523	516	513	6	3	5	13	17	17	75	74	70	6	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	2901	80000	97	97	99	568	577	564	6	2	3	9	6	11	75	78	75	10	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1431	39288	97	98	99	598	592	579	6	1	2	NA	2	6	78	77	77	16	20	16
Male	36	1469	40644	97	96	98	542	563	549	6	2	4	17	9	15	72	80	74	6	8	7
African American	NC	149	4307	NC	96	99	NC	562	551	NC	3	4	NC	8	13	NC	83	75	NC	6	7
Hispanic	14	665	32672	100	97	99	576	566	548	NA	2	4	14	8	14	71	83	76	14	7	6
Asian/Pacific Islander	NC	104	1945	NC	98	99	NC	594	592	NC	NA	1	NC	3	4	NC	69	69	NC	28	25
American Indian/Alaskan Native	NC	37	4424	NC	100	97	NC	578	549	NC	NA	3	NC	5	14	NC	84	77	NC	11	5
White	46	1946	36602	98	97	99	572	582	579	7	2	2	9	5	7	74	77	75	11	16	16
Students with Disabilities	26	357	9919	96	82	93	513	526	505	12	5	9	19	27	35	58	65	54	12	3	2
Students without Disabilities	42	2544	70081	98	100	100	580	584	571	2	1	2	2	3	7	86	80	79	10	15	12
Limited English Proficient Students	NC	96	9571	NC	91	96	NC	518	502	NC	5	10	NC	31	29	NC	64	60	NC	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	15	769	37534	100	96	98	548	560	547	7	3	4	13	10	15	67	80	76	13	7	5
Non-Economically Disadvantaged	53	2132	42466	96	98	100	573	584	578	6	1	2	8	5	7	77	78	75	9	16	16

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

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	94	2923	78546	99	96	97	567	561	543	6	7	15	23	12	18	51	60	52	19	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1449	38645	100	97	98	559	562	545	7	5	13	24	12	18	52	61	54	17	22	15
Male	48	1472	39792	98	95	97	577	561	542	6	8	17	23	12	17	50	59	50	21	21	15
African American	NC	152	4205	NC	94	97	NC	549	524	NC	9	22	NC	18	22	NC	59	49	NC	14	7
Hispanic	20	656	31177	100	95	97	548	547	524	10	11	22	30	17	23	55	58	48	5	15	7
Asian/Pacific Islander	NC	103	1940	NC	96	99	NC	585	580	NC	2	5	NC	12	9	NC	52	53	NC	34	33
American Indian/Alaskan Native	NC	34	4689	NC	85	95	NC	545	515	NC	6	28	NC	6	25	NC	88	43	NC	NA	4
White	65	1978	36450	98	97	97	575	566	563	6	5	7	18	10	12	49	61	57	26	24	23
Students with Disabilities	28	309	8093	97	76	82	528	513	489	14	29	50	46	28	24	36	37	23	4	5	2
Students without Disabilities	66	2614	70453	100	100	100	573	567	549	3	4	11	14	10	17	58	63	56	26	23	16
Limited English Proficient Students	NC	91	9323	NC	90	94	NC	505	491	NC	31	47	NC	35	28	NC	32	24	NC	2	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	16	756	34694	94	92	96	526	546	524	19	10	23	31	17	23	50	61	48	NA	12	7
Non-Economically Disadvantaged	78	2167	43852	100	98	99	572	567	559	4	6	10	22	10	13	51	60	56	23	25	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	94	2936	79045	99	97	98	530	523	512	3	5	10	24	19	25	63	68	58	10	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1453	38860	100	98	98	532	530	519	4	3	7	17	16	22	65	72	62	13	9	8
Male	48	1481	40075	98	96	97	529	517	505	2	7	12	31	22	28	60	64	54	6	7	6
African American	NC	152	4250	NC	94	98	NC	516	500	NC	6	12	NC	24	31	NC	61	54	NC	9	3
Hispanic	20	661	31314	100	95	98	514	509	493	NA	9	16	45	26	34	50	61	48	5	4	2
Asian/Pacific Islander	NC	104	1949	NC	97	99	NC	532	536	NC	6	4	NC	15	15	NC	67	66	NC	12	15
American Indian/Alaskan Native	NC	35	4719	NC	88	96	NC	512	489	NC	9	15	NC	6	39	NC	86	45	NC	NA	2
White	65	1984	36730	98	98	98	534	528	532	3	4	4	20	17	16	65	70	68	12	9	12
Students with Disabilities	28	320	8552	97	78	87	497	479	463	11	22	35	43	41	40	46	36	23	NA	2	1
Students without Disabilities	66	2616	70493	100	100	100	535	528	517	NA	3	7	17	16	24	70	72	62	14	9	8
Limited English Proficient Students	NC	92	9355	NC	91	95	NC	457	456	NC	32	37	NC	58	48	NC	10	15	NC	1	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	16	763	34922	94	93	96	497	506	493	13	8	15	44	30	34	44	60	48	NA	3	3
Non-Economically Disadvantaged	78	2173	44123	100	98	99	534	529	527	1	5	6	21	15	18	67	71	66	12	9	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	94	2957	79657	99	98	99	592	578	566	2	2	3	11	5	8	85	92	87	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1462	39120	100	98	99	597	589	580	2	1	2	7	2	4	87	95	92	4	1	2
Male	48	1493	40423	98	97	98	587	566	553	2	3	5	15	8	12	83	88	83	NA	1	1
African American	NC	156	4290	NC	97	99	NC	570	560	NC	5	4	NC	4	9	NC	89	86	NC	1	1
Hispanic	20	667	31642	100	96	99	585	568	552	NA	3	5	15	7	11	85	90	84	NA	0	0
Asian/Pacific Islander	NC	104	1948	NC	97	99	NC	585	589	NC	3	1	NC	5	3	NC	88	91	NC	5	4
American Indian/Alaskan Native	NC	35	4760	NC	88	97	NC	570	547	NC	3	5	NC	11	14	NC	86	81	NC	NA	0
White	65	1995	36929	98	98	99	592	581	579	2	2	2	8	4	5	88	93	91	3	1	2
Students with Disabilities	28	341	9069	97	84	92	554	530	508	7	7	11	32	26	30	61	67	58	NA	0	1
Students without Disabilities	66	2616	70588	100	100	100	598	583	573	NA	1	2	2	2	5	95	95	91	3	1	1
Limited English Proficient Students	NC	95	9521	NC	94	96	NC	509	507	NC	12	13	NC	23	24	NC	65	63	NC	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	16	775	35341	94	95	97	577	567	551	13	3	5	19	8	12	69	89	83	NA	1	0
Non-Economically Disadvantaged	78	2182	44316	100	99	100	594	581	578	NA	2	2	9	4	5	88	93	90	3	1	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	113	3051	78400	100	96	97	584	575	554	10	10	21	14	14	19	42	59	47	34	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1502	38686	100	97	98	585	576	554	12	9	20	6	13	20	54	61	49	28	18	12
Male	63	1547	39636	100	96	96	583	575	554	8	10	23	21	14	18	33	56	46	38	19	13
African American	NC	168	4193	NC	96	97	NC	552	533	NC	20	32	NC	22	23	NC	49	40	NC	9	5
Hispanic	16	747	30732	94	95	97	550	559	534	19	13	31	31	21	24	31	55	40	19	11	5
Asian/Pacific Islander	NC	103	1827	NC	100	99	NC	594	594	NC	5	8	NC	6	12	NC	62	49	NC	27	31
American Indian/Alaskan Native	NC	33	4536	NC	100	95	NC	566	528	NC	18	35	NC	12	25	NC	58	37	NC	12	4
White	92	1998	37038	100	96	97	589	582	575	8	8	11	11	11	14	45	60	56	37	21	19
Students with Disabilities	29	233	7840	100	68	81	510	519	498	24	44	60	17	18	18	24	28	20	34	9	2
Students without Disabilities	84	2818	70560	100	100	99	591	579	560	5	7	17	13	13	19	49	61	50	33	19	14
Limited English Proficient Students	NC	85	8956	NC	96	95	NC	512	502	NC	42	56	NC	29	25	NC	28	18	NC	NA	1
Migrant Students	--	10	676	--	100	95	--	NA	523	--	NA	38	--	NA	25	--	NA	36	--	NA	1
Economically Disadvantaged	22	706	33014	100	92	95	561	556	534	18	16	31	14	20	24	36	53	40	32	11	5
Non-Economically Disadvantaged	91	2345	45386	100	98	99	588	581	569	8	8	15	14	12	15	44	60	52	34	20	18

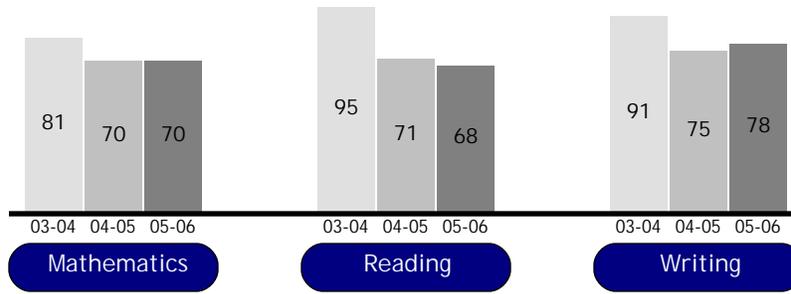
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	3080	79179	100	97	98	547	535	519	4	5	11	17	19	27	62	70	58	17	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1518	38974	100	98	99	559	542	524	2	4	8	12	15	25	64	73	61	22	8	5
Male	63	1560	40124	100	97	97	537	528	513	6	6	13	21	23	28	60	67	54	13	5	4
African American	NC	168	4243	NC	96	98	NC	524	506	NC	8	14	NC	23	32	NC	67	51	NC	3	3
Hispanic	16	757	30987	94	96	98	516	521	498	6	7	17	31	27	36	56	64	45	6	3	1
Asian/Pacific Islander	NC	101	1832	NC	98	99	NC	540	543	NC	4	4	NC	13	17	NC	73	69	NC	10	10
American Indian/Alaskan Native	NC	33	4573	NC	100	96	NC	530	494	NC	3	16	NC	21	41	NC	73	42	NC	3	1
White	92	2019	37467	100	97	98	552	541	539	3	4	5	14	16	17	64	72	70	18	8	8
Students with Disabilities	29	261	8567	100	77	88	485	479	467	10	28	39	21	40	38	41	28	22	28	5	1
Students without Disabilities	84	2819	70612	100	100	99	552	539	524	2	3	7	15	17	25	69	74	62	13	7	5
Limited English Proficient Students	NC	85	9013	NC	96	95	NC	471	461	NC	27	40	NC	49	48	NC	24	12	NC	NA	0
Migrant Students	--	10	680	--	100	96	--	NA	487	--	NA	20	--	NA	43	--	NA	36	--	NA	1
Economically Disadvantaged	22	725	33345	100	95	96	512	516	499	5	8	17	27	29	36	59	61	46	9	2	1
Non-Economically Disadvantaged	91	2355	45834	100	98	99	553	541	533	4	4	7	14	16	19	63	73	67	19	8	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	113	3097	79734	100	98	99	558	573	554	1	1	3	17	11	19	73	87	78	9	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1524	39243	100	98	99	578	585	568	NA	1	2	6	7	12	78	91	85	16	1	1
Male	63	1571	40413	100	98	98	542	561	541	2	1	4	25	16	26	70	83	70	3	0	0
African American	NC	169	4285	NC	97	99	NC	571	548	NC	1	3	NC	14	22	NC	85	74	NC	NA	0
Hispanic	16	762	31254	94	97	99	556	563	539	NA	1	5	25	16	25	63	83	70	13	0	0
Asian/Pacific Islander	NC	102	1837	NC	99	99	NC	581	579	NC	2	1	NC	10	9	NC	85	87	NC	3	2
American Indian/Alaskan Native	NC	33	4613	NC	100	97	NC	586	535	NC	NA	4	NC	9	29	NC	88	67	NC	3	0
White	92	2029	37668	100	98	99	557	576	569	1	1	1	15	10	13	76	88	85	8	1	1
Students with Disabilities	29	277	8943	100	81	92	516	517	495	NA	5	11	28	44	51	45	48	38	28	3	1
Students without Disabilities	84	2820	70791	100	100	100	562	578	561	1	1	2	13	8	15	83	90	83	2	1	0
Limited English Proficient Students	NC	85	9138	NC	96	97	NC	513	492	NC	7	13	NC	40	46	NC	53	40	NC	NA	NA
Migrant Students	--	10	687	--	100	97	--	NA	528	--	NA	6	--	NA	28	--	NA	65	--	NA	NA
Economically Disadvantaged	22	729	33718	100	95	97	545	559	538	NA	2	5	23	18	26	64	80	69	14	1	0
Non-Economically Disadvantaged	91	2368	46016	100	99	100	560	577	567	1	1	2	15	9	14	76	89	84	8	1	1

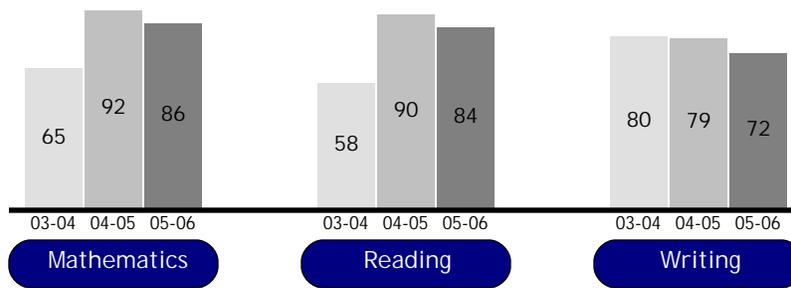
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

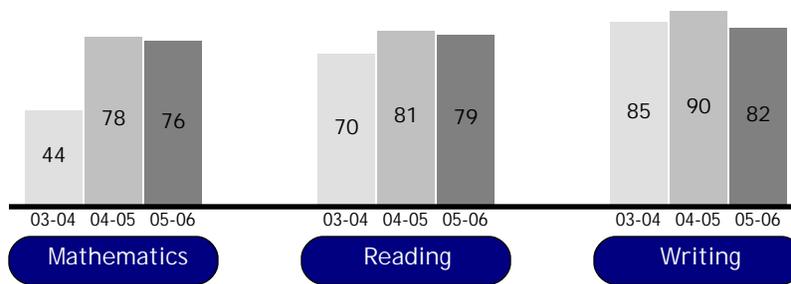
3rd Grade Proficiency



5th Grade Proficiency



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?	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	100	71	NA	58	96	61	53	47	94	63	56	46
	Language	100	65	60	50	96	59	53	47	94	65	59	48
	Mathematics	100	82	72	64	96	61	53	50	94	65	58	52
3	Reading	98	72	NA	55	78	62	52	44	74	56	56	46
	Language	98	76	70	61	78	57	50	44	74	63	54	46
	Mathematics	98	79	71	61	78	59	55	51	74	61	58	52
4	Reading	100	74	NA	56	86	58	54	48	85	59	59	52
	Language	100	68	60	52	86	60	55	49	85	63	59	52
	Mathematics	100	82	69	61	86	67	58	53	85	65	63	58
5	Reading	100	62	NA	55	79	70	56	50	88	70	63	56
	Language	100	60	56	49	79	63	56	50	88	61	61	54
	Mathematics	100	75	67	63	79	65	52	49	88	61	56	52
6	Reading	100	71	NA	56	84	59	58	51	72	72	65	56
	Language	100	68	60	48	84	55	55	47	72	63	58	50
	Mathematics	100	81	75	66	84	62	59	52	72	65	65	58
7	Reading	100	61	NA	54	85	68	59	50	80	68	63	54
	Language	100	71	67	58	85	71	62	52	80	67	67	58
	Mathematics	100	70	68	62	85	66	57	50	80	61	61	54
8	Reading	100	68	NA	55	85	64	58	51	81	72	67	58
	Language	100	71	64	52	85	61	56	50	81	70	63	56
	Mathematics	100	77	69	61	85	65	59	53	81	73	70	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Review School Goals
- Ü Extracurricular Activities
- Ü School Climate
- Ü Campus Improvements

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	52.00
Other Professional Staff	10.00	Teacher Aide	30.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	5	2	0	0
7 to 9 years	4	4	0	0
10 or more years	16	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	136
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	0%

Resources Available at School Site

Special Facilities

- Ü Technology Lab for Junior High
- Ü K-6 Computer Lab
- Ü Library/Media Center
- Ü Publishing Center

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Athletic Teams
- Ü MathCounts
- Ü Scholastic Bowl
- Ü Spanish Club
- Ü Science Club
- Ü THRILL Seekers Volunteer Reading Tutors

Social Services

- Ü Before/Afterschool Program
- Ü Child Find
- Ü Adult Education
- Ü Lunch Program
- Ü Breakfast Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Named an EXCELLING School by Arizona Learns.

- ü Linda Siegwald named top ten teacher of the year by Arizona Educational Foundation.

- ü Homework center provided after school tutoring and assistance for over 60 students throughout the school year.

- ü THRILL Seeker Volunteers provided reading tutoring to 70 students in one-on-one sessions designed to meet individual needs.

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	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 school Leadership Team routinely revises our school crisis manual. Our intent is to be proactive with new policies and have a consistent plan in place. The school practices crisis situations throughout the year in order to be better prepared. School administration works continually with teachers, intervention specialists, parents, and site council on ways to promote positive peer relationships and to minimize bullying and harrasment.

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) :

2

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	Howard Brown	(623) 412-4750
Transportation Policy	Steve Highlen	(623) 486-6007
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 486-5185
Parent Organization	Desert Valley PTSA	(623) 412-4750
Student Health/Nurse	Lannie Dewberry	(623) 412-4753

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.

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

Total cost of printing: 16 Pages X .0243 Per page X 200 Copies = \$78.00

** 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.