

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6911 East McDonald Drive, Paradise Valley, AZ 85253

Scottsdale Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Dr. Michael Helminski
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 Web Address : www.susd.org/schools/elem/Kiva/kiva.htm
 Phone Number : (480) 484-2200
 Fax Number : (480) 484-2201
 E-mail : michael.helminski@susd.org

Mission

The mission of Kiva School is to achieve high academic goals in a safe, caring environment where students develop citizenship, responsibility, self-worth and leadership skills and where learning is valued by all.

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 To improve student achievement in reading, writing and math on the state AIMS test.
- ü To foster a pleasant and comfortable environment for students.
- ü To increase the use of technology for instruction and student generated projects.

Enrollment

October 1, 2005 School Year Student Enrollment : 752
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 250

Instructional Programs

- Ü Balanced Literacy Program
- Ü Everyday Mathematics
- Ü Technology
- Ü Gifted
- Ü Masterpiece Art

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

We believe it is imperative to enhance school community cohesiveness through effective communication; to provide a safe, caring environment conducive to learning; to plan effective use of school time and to maintain high academic standards.

Parents

We encourage open communication, and a home environment that supports academic responsibilities. Parental involvement is a must, and we provide many opportunities for parents to join and feel welcome at our school.

Transportation Policy

Transportation is provided for K-6 students living at least one mile from school. Service is provided for special education students whose IEPs require it.

School Honors

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

Award/Honor	Year
Ü Scottsdale Charros Volunteer of the Year	2001
Ü Administrator Award for Support of Arts Education	2002

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	113	1919	80010	100	99	99	477	473	447	2	5	10	6	10	18	55	48	53	37	37	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	919	38935	100	99	99	479	471	447	NA	5	9	6	12	19	55	49	55	40	35	17
Male	60	1000	40974	100	99	98	476	474	448	3	6	11	7	9	18	55	47	52	35	38	19
African American	NC	48	4201	NC	98	99	NC	438	430	NC	10	17	NC	25	23	NC	52	51	NC	13	9
Hispanic	NC	301	34545	NC	100	99	NC	440	432	NC	14	14	NC	23	24	NC	50	53	NC	14	9
Asian/Pacific Islander	NC	91	2068	NC	98	99	NC	492	474	NC	3	4	NC	4	10	NC	37	50	NC	55	36
American Indian/Alaskan Native	NC	43	3979	NC	100	96	NC	421	424	NC	19	17	NC	33	30	NC	44	47	NC	5	6
White	98	1436	35142	100	99	99	479	481	465	2	3	5	5	7	11	55	48	56	38	42	28
Students with Disabilities	14	297	10161	100	96	93	458	448	419	14	19	28	14	18	28	43	42	36	29	21	8
Students without Disabilities	99	1622	69849	100	100	100	480	477	451	NA	3	7	5	9	17	57	49	56	38	40	19
Limited English Proficient Students	NC	169	14013	NC	99	97	NC	418	413	NC	23	24	NC	30	34	NC	42	39	NC	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	413	39029	NC	98	98	NC	437	432	NC	14	14	NC	23	25	NC	50	52	NC	13	9
Non-Economically Disadvantaged	106	1506	40981	100	99	100	478	482	462	1	3	6	6	7	13	56	47	54	38	43	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	113	1921	79438	100	99	98	483	472	451	NA	6	9	11	13	24	62	61	56	27	20	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	919	38775	100	99	99	492	477	457	NA	4	7	6	11	22	64	61	58	30	23	13
Male	60	1002	40560	100	99	97	476	469	446	NA	7	12	15	14	25	60	61	54	25	18	9
African American	NC	48	4178	NC	98	98	NC	445	439	NC	17	13	NC	19	29	NC	58	52	NC	6	6
Hispanic	NC	301	34297	NC	100	99	NC	436	434	NC	17	14	NC	25	31	NC	50	50	NC	9	5
Asian/Pacific Islander	NC	91	2063	NC	98	99	NC	487	475	NC	2	3	NC	11	15	NC	59	63	NC	27	20
American Indian/Alaskan Native	NC	43	3940	NC	100	95	NC	426	429	NC	16	14	NC	33	36	NC	49	47	NC	2	3
White	98	1438	34887	100	99	98	484	481	471	NA	3	4	11	10	15	61	64	63	28	24	18
Students with Disabilities	14	297	9588	100	96	88	460	441	416	NA	20	30	29	23	32	64	46	34	7	11	5
Students without Disabilities	99	1624	69850	100	100	100	487	478	456	NA	3	7	8	11	23	62	63	59	30	22	12
Limited English Proficient Students	NC	169	13856	NC	99	96	NC	406	407	NC	31	27	NC	37	43	NC	31	29	NC	1	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	414	38685	NC	99	97	NC	437	435	NC	17	14	NC	26	32	NC	51	50	NC	7	5
Non-Economically Disadvantaged	106	1507	40753	100	99	99	484	482	467	NA	3	5	10	9	16	62	64	62	27	24	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	112	1922	79971	100	99	99	447	439	423	NA	4	8	37	35	41	58	55	49	5	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	921	38974	100	99	99	459	452	437	NA	3	5	23	27	33	72	63	57	6	7	4
Male	59	1001	40895	100	99	98	435	427	410	NA	5	10	49	43	47	46	48	41	5	3	2
African American	NC	48	4203	NC	98	99	NC	421	411	NC	10	11	NC	44	45	NC	46	43	NC	NA	2
Hispanic	NC	301	34481	NC	100	99	NC	410	410	NC	8	10	NC	54	46	NC	36	43	NC	2	1
Asian/Pacific Islander	NC	91	2067	NC	98	99	NC	448	449	NC	4	4	NC	24	28	NC	63	60	NC	9	8
American Indian/Alaskan Native	NC	43	3995	NC	100	96	NC	408	409	NC	9	10	NC	58	47	NC	33	42	NC	NA	1
White	97	1439	35150	100	99	99	446	446	437	NA	3	5	37	31	35	58	60	56	5	6	5
Students with Disabilities	14	301	10258	100	97	94	415	403	377	NA	14	23	79	50	51	21	33	25	NA	3	1
Students without Disabilities	98	1621	69713	100	100	100	451	445	429	NA	2	5	31	33	39	63	59	52	6	6	3
Limited English Proficient Students	NC	169	13985	NC	99	97	NC	378	382	NC	20	18	NC	59	54	NC	21	27	NC	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	415	38994	NC	99	98	NC	406	409	NC	10	10	NC	53	47	NC	36	41	NC	1	1
Non-Economically Disadvantaged	105	1507	40977	100	99	100	446	448	437	NA	2	5	36	31	34	58	61	56	6	6	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	109	1948	80147	100	99	99	508	505	482	1	6	11	5	10	17	58	44	49	37	40	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	974	39281	100	99	99	513	506	483	NA	7	9	NA	9	17	59	44	50	41	41	24
Male	58	973	40780	100	99	98	503	504	482	2	6	12	9	10	17	57	44	48	33	39	24
African American	NC	53	4249	NC	100	99	NC	464	464	NC	25	17	NC	11	22	NC	49	48	NC	15	13
Hispanic	NC	291	33494	NC	99	99	NC	464	466	NC	16	15	NC	25	23	NC	45	49	NC	14	14
Asian/Pacific Islander	NC	80	2103	NC	100	99	NC	526	515	NC	5	4	NC	9	8	NC	33	44	NC	54	45
American Indian/Alaskan Native	NC	34	4117	NC	97	96	NC	464	456	NC	26	19	NC	15	27	NC	35	46	NC	24	8
White	93	1490	36122	100	99	99	510	514	501	NA	4	5	4	6	10	58	44	50	38	46	35
Students with Disabilities	NC	282	10295	NC	96	92	NC	464	443	NC	27	33	NC	19	26	NC	37	33	NC	17	8
Students without Disabilities	103	1666	69852	100	100	100	511	512	488	NA	3	7	4	8	16	57	45	51	39	44	26
Limited English Proficient Students	NC	138	12722	NC	99	97	NC	444	441	NC	28	27	NC	32	33	NC	34	37	NC	7	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	383	38371	NC	99	97	NC	461	465	NC	20	15	NC	22	23	NC	47	49	NC	11	13
Non-Economically Disadvantaged	106	1565	41776	100	99	100	508	516	498	1	3	6	5	7	11	58	43	49	37	47	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	109	1946	79686	100	99	98	510	493	470	NA	5	11	3	13	24	72	65	57	25	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	973	39163	100	99	99	510	497	475	NA	4	9	NA	12	22	80	65	60	20	19	10
Male	58	972	40438	100	99	97	509	490	465	NA	6	13	5	14	25	66	64	54	29	16	7
African American	NC	52	4228	NC	98	98	NC	465	458	NC	13	15	NC	23	28	NC	62	53	NC	2	4
Hispanic	NC	290	33299	NC	99	98	NC	459	452	NC	16	17	NC	29	32	NC	50	47	NC	6	3
Asian/Pacific Islander	NC	80	2097	NC	100	99	NC	502	490	NC	6	5	NC	10	13	NC	60	68	NC	24	14
American Indian/Alaskan Native	NC	35	4087	NC	100	96	NC	452	446	NC	14	16	NC	29	38	NC	57	44	NC	NA	2
White	93	1489	35914	100	99	98	511	502	489	NA	3	5	1	9	15	74	68	67	25	20	14
Students with Disabilities	NC	279	9808	NC	95	87	NC	457	432	NC	19	35	NC	30	32	NC	42	30	NC	9	3
Students without Disabilities	103	1667	69878	100	100	100	511	499	475	NA	3	8	2	10	23	72	69	61	26	18	9
Limited English Proficient Students	NC	137	12594	NC	98	96	NC	428	422	NC	31	34	NC	38	45	NC	31	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	384	38095	NC	99	97	NC	455	452	NC	16	17	NC	31	32	NC	52	48	NC	2	3
Non-Economically Disadvantaged	106	1562	41591	100	99	99	509	503	486	NA	3	6	3	8	16	72	68	65	25	21	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	109	1954	80372	100	100	99	496	495	475	1	2	4	16	19	30	83	76	64	1	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	976	39452	100	100	99	510	505	488	NA	1	3	4	13	22	94	80	72	2	6	3
Male	58	977	40836	100	99	98	484	485	464	2	3	6	26	24	37	72	71	56	NA	2	1
African American	NC	53	4264	NC	100	99	NC	462	465	NC	6	5	NC	36	35	NC	58	59	NC	NA	1
Hispanic	NC	291	33608	NC	99	99	NC	468	462	NC	5	6	NC	32	36	NC	64	57	NC	NA	1
Asian/Pacific Islander	NC	79	2098	NC	99	99	NC	506	500	NC	NA	2	NC	18	16	NC	75	75	NC	8	7
American Indian/Alaskan Native	NC	35	4128	NC	100	97	NC	467	464	NC	3	4	NC	40	39	NC	57	56	NC	NA	1
White	93	1496	36213	100	100	99	497	501	489	1	1	2	13	15	22	85	79	72	1	4	3
Students with Disabilities	NC	288	10526	NC	98	94	NC	453	427	NC	8	15	NC	46	53	NC	46	31	NC	1	1
Students without Disabilities	103	1666	69846	100	100	100	501	502	482	NA	1	3	14	14	26	85	81	69	1	4	2
Limited English Proficient Students	NC	138	12747	NC	99	97	NC	443	432	NC	10	12	NC	47	52	NC	41	36	NC	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	386	38521	NC	100	98	NC	463	461	NC	6	6	NC	35	38	NC	58	55	NC	1	1
Non-Economically Disadvantaged	106	1568	41851	100	100	100	496	503	489	1	1	3	16	15	22	82	80	72	1	4	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	116	2007	79306	100	100	99	536	536	504	3	6	13	4	9	20	58	47	49	35	38	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	966	38845	100	100	99	539	536	505	2	5	11	2	9	20	55	48	50	42	39	18
Male	54	1041	40383	100	100	98	533	535	504	4	6	14	7	10	19	61	46	47	28	38	19
African American	NC	59	4171	NC	98	98	NC	499	485	NC	15	20	NC	19	26	NC	51	44	NC	15	10
Hispanic	NC	282	32673	NC	100	99	NC	498	487	NC	17	18	NC	21	25	NC	46	46	NC	16	10
Asian/Pacific Islander	NC	83	2147	NC	100	99	NC	550	539	NC	4	5	NC	2	10	NC	41	46	NC	53	40
American Indian/Alaskan Native	--	29	4034	--	100	97	--	489	479	--	28	22	--	17	29	--	41	43	--	14	7
White	104	1554	36234	100	100	99	536	544	523	2	3	6	5	7	13	58	47	52	36	43	28
Students with Disabilities	NC	270	10286	NC	99	91	NC	492	462	NC	24	41	NC	22	27	NC	38	27	NC	16	5
Students without Disabilities	108	1737	69020	100	100	100	539	542	510	2	3	9	3	7	18	58	48	52	37	42	21
Limited English Proficient Students	NC	118	10291	NC	98	96	NC	460	458	NC	35	38	NC	32	34	NC	31	26	NC	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	394	37437	NC	99	97	NC	497	486	NC	15	19	NC	21	26	NC	49	46	NC	14	9
Non-Economically Disadvantaged	107	1613	41869	100	100	100	537	545	521	3	3	7	4	7	14	56	46	51	37	44	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	116	1994	79000	100	99	98	533	517	489	1	4	10	7	11	24	62	64	58	30	21	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	963	38774	100	99	99	541	522	494	2	2	7	2	10	22	60	64	61	37	24	10
Male	54	1031	40150	100	99	98	524	512	485	NA	5	12	13	13	25	65	63	55	22	19	8
African American	NC	58	4153	NC	97	98	NC	487	476	NC	10	13	NC	21	30	NC	57	53	NC	12	4
Hispanic	NC	278	32508	NC	99	98	NC	481	472	NC	12	15	NC	31	33	NC	50	49	NC	6	3
Asian/Pacific Islander	NC	81	2142	NC	98	99	NC	523	510	NC	4	4	NC	7	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	--	28	4016	--	97	96	--	494	467	--	11	14	--	18	37	--	57	46	--	14	2
White	104	1549	36135	100	99	98	535	525	508	1	2	4	8	7	14	59	66	67	33	25	15
Students with Disabilities	NC	258	9991	NC	94	88	NC	479	449	NC	14	33	NC	29	36	NC	50	29	NC	7	2
Students without Disabilities	108	1736	69009	100	100	100	537	522	495	1	2	6	4	8	22	63	66	62	32	24	10
Limited English Proficient Students	NC	114	10199	NC	95	95	NC	444	439	NC	32	35	NC	46	47	NC	23	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	389	37234	NC	98	97	NC	481	472	NC	13	15	NC	26	33	NC	55	50	NC	6	3
Non-Economically Disadvantaged	107	1605	41766	100	99	99	536	526	505	1	1	5	7	8	16	60	66	65	33	25	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	116	2007	79611	100	100	99	538	524	496	1	3	7	16	22	37	82	73	56	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	967	39016	100	100	99	555	537	511	NA	2	4	3	14	29	95	81	66	2	3	1
Male	54	1040	40519	100	100	98	520	511	482	2	3	10	30	29	44	67	67	46	2	1	0
African American	NC	59	4188	NC	98	98	NC	501	486	NC	5	9	NC	31	40	NC	64	50	NC	NA	0
Hispanic	NC	282	32855	NC	100	99	NC	491	481	NC	7	10	NC	38	43	NC	54	47	NC	1	0
Asian/Pacific Islander	NC	83	2149	NC	100	100	NC	526	519	NC	NA	4	NC	27	24	NC	71	70	NC	2	2
American Indian/Alaskan Native	--	29	3992	--	100	96	--	496	478	--	10	10	--	28	46	--	62	44	--	NA	0
White	104	1554	36380	100	100	99	539	531	511	1	2	4	15	19	30	82	78	65	2	2	1
Students with Disabilities	NC	271	10664	NC	99	94	NC	471	440	NC	13	23	NC	49	54	NC	36	22	NC	2	1
Students without Disabilities	108	1736	68947	100	100	100	541	532	504	1	1	4	12	18	34	86	79	61	1	2	1
Limited English Proficient Students	NC	119	10362	NC	99	97	NC	447	438	NC	18	22	NC	56	57	NC	25	21	NC	1	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	393	37626	NC	99	98	NC	492	479	NC	8	10	NC	37	45	NC	54	45	NC	1	0
Non-Economically Disadvantaged	107	1614	41985	100	100	100	537	532	511	1	1	4	17	19	30	80	78	65	2	2	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	108	2048	79327	100	100	98	552	547	518	3	8	19	6	11	20	63	53	46	28	29	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	996	38961	100	100	98	558	547	520	2	6	16	2	11	20	69	54	48	28	28	16
Male	54	1052	40295	100	99	97	547	547	516	4	9	21	11	10	19	57	51	44	28	30	16
African American	NC	61	4247	NC	98	98	NC	516	499	NC	16	27	NC	16	24	NC	59	41	NC	8	8
Hispanic	10	301	32327	100	100	98	NA	514	499	NA	19	27	NA	21	25	NA	47	41	NA	12	8
Asian/Pacific Islander	NC	70	1939	NC	100	99	NC	562	556	NC	3	6	NC	11	10	NC	49	47	NC	37	36
American Indian/Alaskan Native	NC	33	4391	NC	100	96	NC	498	489	NC	27	32	NC	18	27	NC	52	36	NC	3	4
White	89	1583	36373	100	100	98	555	555	538	2	5	10	6	8	14	62	54	52	30	33	25
Students with Disabilities	NC	243	9321	NC	100	87	NC	490	467	NC	35	54	NC	23	22	NC	33	21	NC	8	3
Students without Disabilities	103	1805	70006	100	100	100	555	554	524	2	4	14	6	9	19	63	55	49	29	32	18
Limited English Proficient Students	NC	95	9431	NC	99	95	NC	474	466	NC	42	53	NC	29	27	NC	28	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	401	37097	NC	99	97	NC	509	498	NC	20	27	NC	22	25	NC	48	41	NC	9	7
Non-Economically Disadvantaged	99	1647	42230	100	100	99	553	556	535	2	5	11	7	8	15	63	54	50	28	34	24

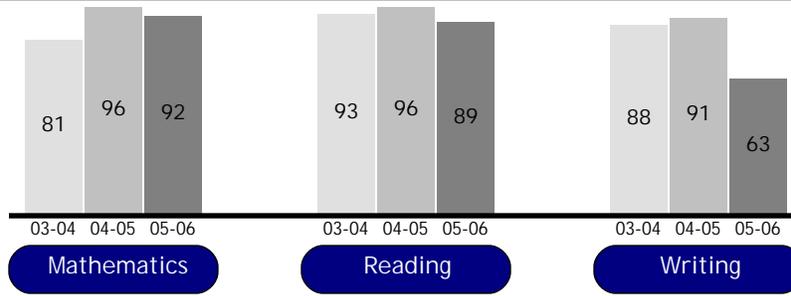
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	2047	79501	100	100	98	537	520	497	NA	4	10	4	14	25	89	73	60	7	9	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	995	39062	100	100	99	542	526	502	NA	2	8	NA	11	23	91	75	64	9	11	5
Male	54	1052	40368	100	99	98	532	514	491	NA	6	13	7	16	27	87	71	57	6	7	3
African American	NC	61	4279	NC	98	99	NC	501	485	NC	5	14	NC	26	30	NC	66	54	NC	3	2
Hispanic	10	302	32389	100	100	98	NA	488	478	NA	15	16	NA	27	34	NA	54	48	NA	4	1
Asian/Pacific Islander	NC	70	1936	NC	100	99	NC	521	519	NC	1	3	NC	13	14	NC	76	73	NC	10	9
American Indian/Alaskan Native	NC	33	4401	NC	100	96	NC	479	473	NC	12	17	NC	39	40	NC	48	43	NC	NA	1
White	89	1581	36446	100	99	99	539	528	516	NA	2	4	4	10	15	88	78	73	8	10	7
Students with Disabilities	NC	244	9411	NC	100	88	NC	470	453	NC	23	36	NC	34	36	NC	41	26	NC	1	1
Students without Disabilities	103	1803	70090	100	100	100	539	527	502	NA	2	7	4	11	24	88	78	65	8	10	5
Limited English Proficient Students	NC	95	9401	NC	99	94	NC	447	443	NC	37	40	NC	44	46	NC	19	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	401	37183	NC	99	97	NC	487	479	NC	13	16	NC	30	34	NC	55	49	NC	1	1
Non-Economically Disadvantaged	99	1646	42318	100	100	99	536	528	513	NA	2	5	4	10	17	90	78	70	6	11	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	107	2045	80000	99	100	99	596	592	564	NA	1	3	4	5	11	70	70	75	26	24	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	996	39288	100	100	99	614	608	579	NA	1	2	2	2	6	61	65	77	37	32	16
Male	53	1049	40644	98	99	98	578	577	549	NA	1	4	6	7	15	79	75	74	15	16	7
African American	NC	61	4307	NC	98	99	NC	576	551	NC	NA	4	NC	8	13	NC	80	75	NC	11	7
Hispanic	10	302	32672	100	100	99	NA	563	548	NA	3	4	NA	11	14	NA	76	76	NA	10	6
Asian/Pacific Islander	NC	70	1945	NC	100	99	NC	600	592	NC	NA	1	NC	3	4	NC	67	69	NC	30	25
American Indian/Alaskan Native	NC	32	4424	NC	97	97	NC	576	549	NC	NA	3	NC	3	14	NC	81	77	NC	16	5
White	88	1580	36602	99	99	99	599	598	579	NA	1	2	1	3	7	72	69	75	27	27	16
Students with Disabilities	NC	239	9919	NC	98	93	NC	544	505	NC	3	9	NC	22	35	NC	71	54	NC	4	2
Students without Disabilities	103	1806	70081	100	100	100	597	598	571	NA	1	2	4	2	7	69	70	79	27	27	12
Limited English Proficient Students	NC	94	9571	NC	98	96	NC	513	502	NC	9	10	NC	28	29	NC	64	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	403	37534	NC	100	98	NC	562	547	NC	2	4	NC	11	15	NC	79	76	NC	8	5
Non-Economically Disadvantaged	98	1642	42466	99	100	100	597	600	578	NA	1	2	4	3	7	69	68	75	27	28	16

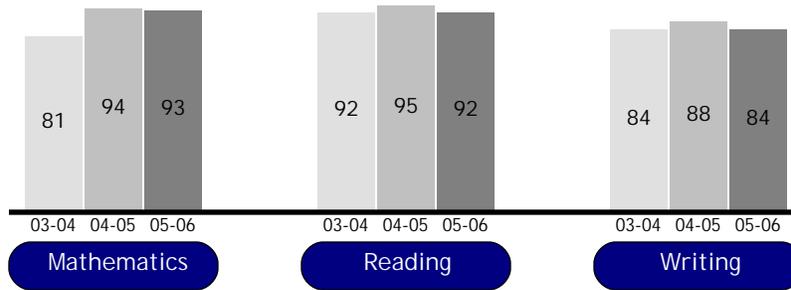
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	83	NA	58	100	79	62	47	100	82	65	46
	Language	100	75	68	50	100	80	64	47	100	87	70	48
	Mathematics	100	84	79	64	100	80	67	50	100	85	72	52
3	Reading	97	80	NA	55	100	68	57	44	100	73	63	46
	Language	98	82	77	61	100	64	57	44	100	67	59	46
	Mathematics	96	75	76	61	99	73	65	51	100	73	70	52
4	Reading	98	85	NA	56	100	68	61	48	100	79	68	52
	Language	98	77	69	52	100	70	64	49	100	80	70	52
	Mathematics	98	81	79	61	100	70	66	53	100	70	70	58
5	Reading	96	85	NA	55	100	73	64	50	100	80	73	56
	Language	97	79	69	49	100	72	65	50	100	79	73	54
	Mathematics	97	90	83	63	100	73	65	49	100	76	72	52
6	Reading	98	80	NA	56	99	76	64	51	100	79	70	56
	Language	99	73	64	48	99	76	63	47	99	76	67	50
	Mathematics	99	83	78	66	99	79	66	52	100	80	75	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Provide Vision for Future Direction
- Ü Oversight of Other Site Committees
- Ü Parent/Educator Relations
- Ü Effective Schools Correlates Leadership
- Ü Development of School Improvement Plan
- Ü Oversight of School Improvement Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	2.50	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	6	2	0	0
10 or more years	13	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	121
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Technology Discovery Center
- Ü Library Media Center
- Ü Computer Lab

Extracurricular Activities

- Ü Community School
- Ü Vocal Music
- Ü Community Service
- Ü Masterpiece Art Program

Social Services

- Ü Community Education Classes
- Ü After School Tutoring
- Ü Counseling Services
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Ninety-five percent of third and fifth grade students met or exceeded the reading AIMS standards. Ninety-six percent of fourth grade students and ninety-four percent of sixth grade students met or exceeded the reading AIMS standards.

- ü Ninety-five percent of third grade students and ninety-one percent of fifth grade students met or exceeded the math AIMS standards.

- ü Ninety-three percent of fourth grade students and ninety-four percent of sixth grade students met or exceeded the math AIMS standards.

- ü Ninety-one percent of third grade students and eighty-seven percent of fifth grade students met or exceeded the writing AIMS standards.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

We focus on building positive relationships. This is accomplished by treating each other with respect, appreciating the diversity of our community and doing our personal best. Staff uses respectful consequences in consistently setting limits.

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	Michael Helminski	(480) 484-2200
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Clif McKenzie	(480) 484-6186
School Nutrition Programs	Susan Bettenhausen	(480) 484-6208
Parent Organization	Lisa Greguska/Maria Ruttle	(480) 484-2200
Student Health/Nurse	Gail Neirod	(480) 484-2211

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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** 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.