



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8330 E. Osborn Road, Scottsdale, AZ 85251

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Dr. Steve Nance
Schedule : 07:00 AM to 03:30 PM
Grades : K-6
Web Address : pima.susd.org
Phone Number : (480) 484-2800
Fax Number : (480) 484-2801
E-mail : snance@susd.org

Mission

The Scottsdale school community inspires all students to be passionate learners and empowers them to fulfill their dreams.

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

- We will increase students' skills in the area of reading comprehension, focusing on informational text.
We will increase the percentage of students and staff who achieve and use designated technology skills.
We will provide a safe and respectful school climate for students and staff.
Staff members will participate in ongoing training and development related to the school's goals.

Enrollment

October 1, 2005 School Year Student Enrollment : 640
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 65

Instructional Programs

- Ü General Instruction--AZ Acad. Standards
- Ü Special Education
- Ü Gifted Education
- Ü Language Acquisition
- Ü Comprehensive Gifted (Self-Contained)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/21/2005
Last Day of School :	6/6/2006

Shared Responsibilities

School

The responsibilities of the school to parents are to provide a stimulating and challenging academic program; to provide a safe climate conducive to learning; to honor and protect the rights of all students; to communicate openly and regularly.

Parents

Parents can help by providing a supportive home environment conducive to learning, by motivating their children to do their best, by valuing education, and by helping their children abide by the district's Student Code of Conduct.

Transportation Policy

Transportation is provided for resident students who live outside the school's designated walking area. All vehicles are maintained to provide safe and efficient transportation. Students are expected to follow the Code of Conduct.

School Honors

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

Award/Honor	Year
Ü Reading Renaissance Master School	2005
Ü Reading Renaissance Model Classroom Teachers, Library	2005
Ü Arizona Excelling School	2005
Ü Battle of the Books/Spelling Bee/Geography Bee	

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	79	1919	80010	99	99	99	466	473	447	4	5	10	13	10	18	54	48	53	29	37	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	919	38935	100	99	99	471	471	447	3	5	9	18	12	19	39	49	55	39	35	17
Male	41	1000	40974	98	99	98	460	474	448	5	6	11	7	9	18	68	47	52	20	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	17	301	34545	100	100	99	445	440	432	6	14	14	12	23	24	76	50	53	6	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	51	1436	35142	98	99	99	478	481	465	2	3	5	14	7	11	41	48	56	43	42	28
Students with Disabilities	NC	297	10161	NC	96	93	NC	448	419	NC	19	28	NC	18	28	NC	42	36	NC	21	8
Students without Disabilities	70	1622	69849	100	100	100	465	477	451	4	3	7	11	9	17	56	49	56	29	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	33	413	39029	97	98	98	440	437	432	6	14	14	18	23	25	64	50	52	12	13	9
Non-Economically Disadvantaged	46	1506	40981	100	99	100	484	482	462	2	3	6	9	7	13	48	47	54	41	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	79	1921	79438	99	99	98	473	472	451	1	6	9	20	13	24	56	61	56	23	20	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	919	38775	100	99	99	486	477	457	NA	4	7	16	11	22	50	61	58	34	23	13
Male	41	1002	40560	98	99	97	461	469	446	2	7	12	24	14	25	61	61	54	12	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	17	301	34297	100	100	98	457	436	434	6	17	14	18	25	31	65	50	50	12	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	51	1438	34887	98	99	98	480	481	471	NA	3	4	20	10	15	51	64	63	29	24	18
Students with Disabilities	NC	297	9588	NC	96	88	NC	441	416	NC	20	30	NC	23	32	NC	46	34	NC	11	5
Students without Disabilities	70	1624	69850	100	100	100	475	478	456	1	3	7	19	11	23	56	63	59	24	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	33	414	38685	97	99	97	452	437	435	3	17	14	33	26	32	61	51	50	3	7	5
Non-Economically Disadvantaged	46	1507	40753	100	99	99	488	482	467	NA	3	5	11	9	16	52	64	62	37	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	79	1922	79971	99	99	99	450	439	423	1	4	8	33	35	41	57	55	49	9	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	921	38974	100	99	99	469	452	437	NA	3	5	21	27	33	66	63	57	13	7	4
Male	41	1001	40895	98	99	98	433	427	410	2	5	10	44	43	47	49	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	17	301	34481	100	100	99	442	410	410	NA	8	10	41	54	46	53	36	43	6	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	51	1439	35150	98	99	99	455	446	437	2	3	5	33	31	35	53	60	56	12	6	5
Students with Disabilities	NC	301	10258	NC	97	94	NC	403	377	NC	14	23	NC	50	51	NC	33	25	NC	3	1
Students without Disabilities	70	1621	69713	100	100	100	453	445	429	NA	2	5	31	33	39	60	59	52	9	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	33	415	38994	97	99	98	435	406	409	3	10	10	36	53	47	61	36	41	NA	1	1
Non-Economically Disadvantaged	46	1507	40977	100	99	100	462	448	437	NA	2	5	30	31	34	54	61	56	15	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	76	1948	80147	96	99	99	504	505	482	3	6	11	16	10	17	41	44	49	41	40	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	974	39281	97	99	99	504	506	483	3	7	9	7	9	17	53	44	50	37	41	24
Male	46	973	40780	96	99	98	504	504	482	2	6	12	22	10	17	33	44	48	43	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	11	291	33494	100	99	99	471	464	466	NA	16	15	45	25	23	36	45	49	18	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	54	1490	36122	95	99	99	511	514	501	4	4	5	9	6	10	41	44	50	46	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	68	1666	69852	100	100	100	513	512	488	NA	3	7	12	8	16	43	45	51	46	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	29	383	38371	94	99	97	471	461	465	7	20	15	28	22	23	52	47	49	14	11	13
Non-Economically Disadvantaged	47	1565	41776	98	99	100	524	516	498	NA	3	6	9	7	11	34	43	49	57	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	78	1946	79686	99	99	98	489	493	470	3	5	11	24	13	24	54	65	57	19	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	973	39163	100	99	99	492	497	475	NA	4	9	19	12	22	61	65	60	19	19	10
Male	47	972	40438	98	99	97	487	490	465	4	6	13	28	14	25	49	64	54	19	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	11	290	33299	100	99	98	461	459	452	NA	16	17	45	29	32	55	50	47	NA	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	56	1489	35914	98	99	98	496	502	489	4	3	5	20	9	15	52	68	67	25	20	14
Students with Disabilities	10	279	9808	91	95	87	NA	457	432	NA	19	35	NA	30	32	NA	42	30	NA	9	3
Students without Disabilities	68	1667	69878	100	100	100	498	499	475	NA	3	8	19	10	23	59	69	61	22	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	31	384	38095	100	99	97	464	455	452	6	16	17	39	31	32	55	52	48	NA	2	3
Non-Economically Disadvantaged	47	1562	41591	98	99	99	506	503	486	NA	3	6	15	8	16	53	68	65	32	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	78	1954	80372	99	100	99	499	495	475	1	2	4	21	19	30	69	76	64	9	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	976	39452	100	100	99	508	505	488	NA	1	3	23	13	22	61	80	72	16	6	3
Male	47	977	40836	98	99	98	493	485	464	2	3	6	19	24	37	74	71	56	4	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	11	291	33608	100	99	99	489	468	462	NA	5	6	9	32	36	91	64	57	NA	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	56	1496	36213	98	100	99	501	501	489	2	1	2	23	15	22	63	79	72	13	4	3
Students with Disabilities	10	288	10526	91	98	94	NA	453	427	NA	8	15	NA	46	53	NA	46	31	NA	1	1
Students without Disabilities	68	1666	69846	100	100	100	509	502	482	NA	1	3	13	14	26	76	81	69	10	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	31	386	38521	100	100	98	475	463	461	3	6	6	39	35	38	55	58	55	3	1	1
Non-Economically Disadvantaged	47	1568	41851	98	100	100	515	503	489	NA	1	3	9	15	22	79	80	72	13	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	89	2007	79306	99	100	99	531	536	504	6	6	13	13	9	20	47	47	49	34	38	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	966	38845	100	100	99	527	536	505	8	5	11	8	9	20	51	48	50	32	39	18
Male	52	1041	40383	98	100	98	533	535	504	4	6	14	17	10	19	44	46	47	35	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	17	282	32673	100	100	99	503	498	487	6	17	18	24	21	25	59	46	46	12	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	NC	29	4034	NC	100	97	NC	489	479	NC	28	22	NC	17	29	NC	41	43	NC	14	7
White	56	1554	36234	98	100	99	549	544	523	4	3	6	7	7	13	45	47	52	45	43	28
Students with Disabilities	17	270	10286	94	99	91	471	492	462	29	24	41	35	22	27	29	38	27	6	16	5
Students without Disabilities	72	1737	69020	100	100	100	545	542	510	NA	3	9	8	7	18	51	48	52	40	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	33	394	37437	100	99	97	504	497	486	12	15	19	24	21	26	52	49	46	12	14	9
Non-Economically Disadvantaged	56	1613	41869	98	100	100	546	545	521	2	3	7	7	7	14	45	46	51	46	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	90	1994	79000	100	99	98	522	517	489	2	4	10	14	11	24	52	64	58	31	21	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	963	38774	100	99	99	525	522	494	NA	2	7	14	10	22	51	64	61	35	24	10
Male	53	1031	40150	100	99	98	520	512	485	4	5	12	15	13	25	53	63	55	28	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	17	278	32508	100	99	98	503	481	472	6	12	15	24	31	33	59	50	49	12	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	NC	28	4016	NC	97	96	NC	494	467	NC	11	14	NC	18	37	NC	57	46	NC	14	2
White	57	1549	36135	100	99	98	534	525	508	NA	2	4	7	7	14	54	66	67	39	25	15
Students with Disabilities	18	258	9991	100	94	88	477	479	449	6	14	33	44	29	36	39	50	29	11	7	2
Students without Disabilities	72	1736	69009	100	100	100	533	522	495	1	2	6	7	8	22	56	66	62	36	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	33	389	37234	100	98	97	493	481	472	6	13	15	27	26	33	52	55	50	15	6	3
Non-Economically Disadvantaged	57	1605	41766	100	99	99	538	526	505	NA	1	5	7	8	16	53	66	65	40	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	89	2007	79611	99	100	99	535	524	496	2	3	7	16	22	37	81	73	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	967	39016	100	100	99	553	537	511	NA	2	4	11	14	29	86	81	66	3	3	1
Male	52	1040	40519	98	100	98	522	511	482	4	3	10	19	29	44	77	67	46	NA	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	17	282	32855	100	100	99	522	491	481	6	7	10	18	38	43	76	54	47	NA	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	NC	29	3992	NC	100	96	NC	496	478	NC	10	10	NC	28	46	NC	62	44	NC	NA	0
White	56	1554	36380	98	100	99	546	531	511	NA	2	4	11	19	30	88	78	65	2	2	1
Students with Disabilities	17	271	10664	94	99	94	478	471	440	6	13	23	59	49	54	35	36	22	NA	2	1
Students without Disabilities	72	1736	68947	100	100	100	548	532	504	1	1	4	6	18	34	92	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	33	393	37626	100	99	98	519	492	479	6	8	10	18	37	45	76	54	45	NA	1	0
Non-Economically Disadvantaged	56	1614	41985	98	100	100	544	532	511	NA	1	4	14	19	30	84	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	115	2048	79327	100	100	98	552	547	518	8	8	19	10	11	20	52	53	46	30	29	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	996	38961	100	100	98	548	547	520	8	6	16	10	11	20	55	54	48	27	28	16
Male	66	1052	40295	100	99	97	554	547	516	8	9	21	9	10	19	50	51	44	33	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	21	301	32327	100	100	98	518	514	499	10	19	27	19	21	25	62	47	41	10	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	80	1583	36373	100	100	98	566	555	538	5	5	10	6	8	14	50	54	52	39	33	25
Students with Disabilities	21	243	9321	100	100	87	486	490	467	38	35	54	14	23	22	48	33	21	NA	8	3
Students without Disabilities	94	1805	70006	100	100	100	566	554	524	1	4	14	9	9	19	53	55	49	37	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	35	401	37097	100	99	97	511	509	498	20	20	27	14	22	25	57	48	41	9	9	7
Non-Economically Disadvantaged	80	1647	42230	100	100	99	570	556	535	3	5	11	8	8	15	50	54	50	40	34	24

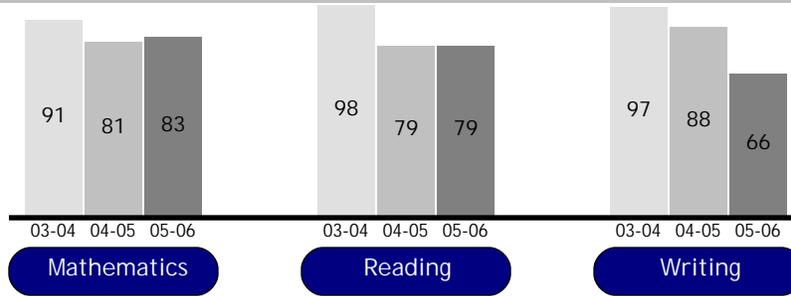
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	2047	79501	100	100	98	526	520	497	2	4	10	15	14	25	70	73	60	14	9	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	995	39062	100	100	99	527	526	502	NA	2	8	16	11	23	69	75	64	14	11	5
Male	66	1052	40368	100	99	98	526	514	491	3	6	13	14	16	27	70	71	57	14	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	21	302	32389	100	100	98	502	488	478	10	15	16	24	27	34	62	54	48	5	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	80	1581	36446	100	99	99	538	528	516	NA	2	4	9	10	15	74	78	73	18	10	7
Students with Disabilities	21	244	9411	100	100	88	472	470	453	10	23	36	43	34	36	48	41	26	NA	1	1
Students without Disabilities	94	1803	70090	100	100	100	538	527	502	NA	2	7	9	11	24	74	78	65	17	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	35	401	37183	100	99	97	498	487	479	6	13	16	29	30	34	63	55	49	3	1	1
Non-Economically Disadvantaged	80	1646	42318	100	100	99	539	528	513	NA	2	5	9	10	17	73	78	70	19	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	114	2045	80000	99	100	99	590	592	564	NA	1	3	5	5	11	74	70	75	21	24	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	996	39288	100	100	99	602	608	579	NA	1	2	NA	2	6	73	65	77	27	32	16
Male	65	1049	40644	98	99	98	580	577	549	NA	1	4	9	7	15	74	75	74	17	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	21	302	32672	100	100	99	579	563	548	NA	3	4	5	11	14	90	76	76	5	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	79	1580	36602	99	99	99	594	598	579	NA	1	2	6	3	7	66	69	75	28	27	16
Students with Disabilities	20	239	9919	95	98	93	532	544	505	NA	3	9	25	22	35	70	71	54	5	4	2
Students without Disabilities	94	1806	70081	100	100	100	601	598	571	NA	1	2	1	2	7	74	70	79	24	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	35	403	37534	100	100	98	569	562	547	NA	2	4	9	11	15	86	79	76	6	8	5
Non-Economically Disadvantaged	79	1642	42466	99	100	100	599	600	578	NA	1	2	4	3	7	68	68	75	28	28	16

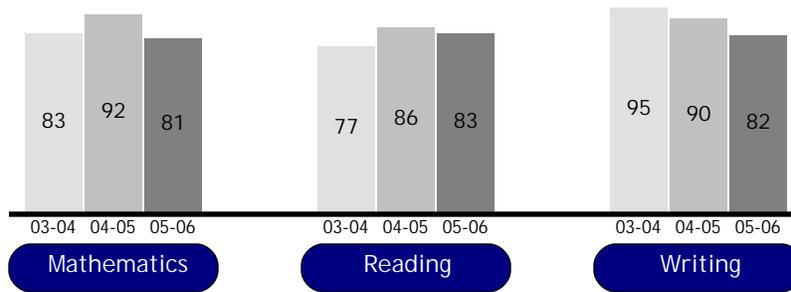
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	91	58	NA	58	100	58	62	47	100	59	65	46
	Language	96	48	68	50	100	58	64	47	100	67	70	48
	Mathematics	96	56	79	64	100	64	67	50	100	63	72	52
3	Reading	100	80	NA	55	100	51	57	44	99	67	63	46
	Language	100	84	77	61	100	52	57	44	99	59	59	46
	Mathematics	100	79	76	61	100	56	65	51	99	68	70	52
4	Reading	96	72	NA	56	100	61	61	48	99	68	68	52
	Language	98	63	69	52	100	62	64	49	99	65	70	52
	Mathematics	99	75	79	61	100	65	66	53	96	68	70	58
5	Reading	96	72	NA	55	99	69	64	50	100	73	73	56
	Language	100	71	69	49	99	70	65	50	99	75	73	54
	Mathematics	100	84	83	63	99	71	65	49	99	70	72	52
6	Reading	97	64	NA	56	100	61	64	51	99	76	70	56
	Language	97	56	64	48	100	59	63	47	98	73	67	50
	Mathematics	97	67	78	66	100	56	66	52	99	78	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/](http://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)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Monitor School Improvement Plan
- Ü Monitor Accomplishment of School Goals
- Ü Improve Communication
- Ü Monitor School Climate
- Ü Monitor Title I Programs
- Ü Monitor Tax Credit Accounts

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	3.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	0	0	0
4 to 6 years	3	2	0	0
7 to 9 years	6	3	0	0
10 or more years	4	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
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 Media Center
- Ü Computer Labs (2)
- Ü Music Specialty Classrooms
- Ü PE Classrooms

Extracurricular Activities

- Ü Student Council
- Ü Academic Competitions
- Ü Band/Orchestra/Chorus
- Ü Afterschool Academy Classes
- Ü Afterschool Tutoring
- Ü Lunchtime Intramurals

Social Services

- Ü School/Community Liaison
- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü After School Child Care
- Ü Social Worker

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Improvement in standardized test scores in the areas of reading, mathematics and writing. Increase in number of students passing state AIMS test over the past several years.
  
- ü Achievement of technology skills by students and staff. Student use of technology to support academic skills; Staff web pages on line.
  
- ü Reduction of absenteeism and tardiness; Reduction of incidents of bullying on campus; Reduction of overall discipline referrals and suspensions.
  
- ü Full staff participation in training and development activities.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	89	89	88	73
Graduation Rate <sup>6</sup>	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

Incident count includes 1 incident of vandalism. Visitors sign-in at the school office and wear 'Visitor' badges; Regular monitoring of all areas of the campus; Security fences and gates; Staff supervision both before and after school; Evacuation, fire and lock-down drills held regularly.

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	Steve Nance	(480) 484-2800
Transportation Policy	Dan Shearer	(480) 451-5050
Community Resources	Pam Arteca	(480) 484-2800
School Nutrition Programs	Susan Bettenhausen	(480) 484-8680
Parent Organization	Sheryl Rednor	(480) 484-2800
Student Health/Nurse	Carolee Cruse	(480) 484-2800

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](http://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](http://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](http://www.ade.az.gov/researchpolicy/grad).

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\*\* Due to booklet size printing, print copies are produced in multiples of 4.