

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

10475 E. Lakeview Dr., Scottsdale, AZ 85258

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.

### 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 Overview

Principal/Administrator : Dr. Kathleen S. Root  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : Pre-K-5  
 Web Address : laguna.susd.org  
 Phone Number : (480) 484-2400  
 Fax Number : (480) 484-2401  
 E-mail : kroot@susd.org

### Mission

To provide the highest quality education, create a passion for learning, and empower each student to contribute positively to our global community.

To be the best elementary school in Arizona by:

- Reducing the student:adult ratio
- Hire-retain highly educated staff who teach effectively-passionately
- Challenge students to stretch beyond 1-year's growth
- Families feel directly connected/appreciated
- Exceptional opportunities enhanced by technology,

Be your best and nothing less!

### School / Academic Goals

- Ü Laguna staff will effectively integrate technology into the classroom with 90% of Laguna students demonstrating appropriate technology skills that is evident in student projects, instruction and website communication.
- Ü To increase reading, math, and writing skills with 90% of all third, fourth and fifth graders achieving the level of 'meeting' or 'exceeding' on the 2006 AIMS test.
- Ü To strengthen the safety and well-being of Laguna community members and to promote the value of being a member of a global society we will create, implement, monitor and train community members in anti-bullying procedures and policies.
- Ü To increase student and staff academic excellence and follow the vision of our school to retain exceptionally trained staff that are highly qualified, teachers will attend a minimum of 8 hours in professional workshops in the core academic areas.

### Enrollment

October 1, 2005 School Year Student Enrollment : 658  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 82

## Instructional Programs

- ü Teacher Directed Integrated Instruction
- ü Math Olympiads, Word Masters, and Bees
- ü Gifted, ELL, Special Education Programs
- ü Exceptional Fine Arts and PE Programs
- ü Technology 2-labs / Media Production
- ü Math and Science Labs
- ü Writing and Publishing Center
- ü Preschool on Site

## 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

It is our responsibility to create a shared commitment to academic excellence by developing a strong partnership between home and school through purposeful two-way communication, active participation and an open-door policy. It is our responsibility to provide a safe and positive environment that provides opportunities for children to thrive while they explore their potentials.

### Parents

Laguna parents are expected to send their children to school on time, rested and ready to learn. Laguna values active parental involvement, teacher support, collaboration, and assistance in creating a positive learning environment for our youngsters. Parents are encouraged to be active participants in their child's education both at home and at school.

## Transportation Policy

Busing services are provided for K-5 students who reside within the Laguna attendance area and live over one mile away from the school campus.

## School Honors

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

Award/Honor	Year
ü Elementary Teacher of the Year - Charros Award	2002
ü Superior Parent Volunteer Status	2004
ü A+ School of Excellence	2003
ü Top 25 for Schools of Distinction National Recognition	2005

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	110	1919	80010	100	99	99	475	473	447	4	5	10	5	10	18	53	48	53	39	37	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	919	38935	100	99	99	478	471	447	2	5	9	3	12	19	57	49	55	38	35	17
Male	50	1000	40974	100	99	98	471	474	448	6	6	11	6	9	18	48	47	52	40	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	101	1436	35142	100	99	99	475	481	465	4	3	5	4	7	11	53	48	56	39	42	28
Students with Disabilities	18	297	10161	100	96	93	433	448	419	22	19	28	6	18	28	61	42	36	11	21	8
Students without Disabilities	92	1622	69849	100	100	100	483	477	451	NA	3	7	4	9	17	51	49	56	45	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	105	1506	40981	100	99	100	476	482	462	4	3	6	5	7	13	51	47	54	40	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	110	1921	79438	100	99	98	477	472	451	4	6	9	11	13	24	66	61	56	19	20	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	919	38775	100	99	99	483	477	457	2	4	7	8	11	22	63	61	58	27	23	13
Male	50	1002	40560	100	99	97	468	469	446	6	7	12	14	14	25	70	61	54	10	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	101	1438	34887	100	99	98	479	481	471	4	3	4	10	10	15	65	64	63	21	24	18
Students with Disabilities	18	297	9588	100	96	88	418	441	416	22	20	30	39	23	32	39	46	34	NA	11	5
Students without Disabilities	92	1624	69850	100	100	100	488	478	456	NA	3	7	5	11	23	72	63	59	23	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	105	1507	40753	100	99	99	477	482	467	4	3	5	11	9	16	65	64	62	20	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	110	1922	79971	100	99	99	437	439	423	4	4	8	42	35	41	45	55	49	10	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	921	38974	100	99	99	450	452	437	3	3	5	30	27	33	57	63	57	10	7	4
Male	50	1001	40895	100	99	98	421	427	410	4	5	10	56	43	47	30	48	41	10	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	101	1439	35150	100	99	99	438	446	437	4	3	5	40	31	35	47	60	56	10	6	5
Students with Disabilities	18	301	10258	100	97	94	381	403	377	17	14	23	72	50	51	6	33	25	6	3	1
Students without Disabilities	92	1621	69713	100	100	100	448	445	429	1	2	5	36	33	39	52	59	52	11	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	439	448	437	3	2	5	42	31	34	45	61	56	10	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	110	1948	80147	100	99	99	515	505	482	NA	6	11	5	10	17	55	44	49	40	40	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	974	39281	100	99	99	518	506	483	NA	7	9	4	9	17	50	44	50	46	41	24
Male	58	973	40780	100	99	98	513	504	482	NA	6	12	5	10	17	60	44	48	34	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	98	1490	36122	100	99	99	515	514	501	NA	4	5	5	6	10	54	44	50	41	46	35
Students with Disabilities	13	282	10295	100	96	92	493	464	443	NA	27	33	15	19	26	77	37	33	8	17	8
Students without Disabilities	97	1666	69852	100	100	100	518	512	488	NA	3	7	3	8	16	53	45	51	44	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	105	1565	41776	100	99	100	516	516	498	NA	3	6	5	7	11	54	43	49	41	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	110	1946	79686	100	99	98	500	493	470	NA	5	11	9	13	24	75	65	57	15	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	973	39163	100	99	99	505	497	475	NA	4	9	4	12	22	77	65	60	19	19	10
Male	58	972	40438	100	99	97	495	490	465	NA	6	13	14	14	25	74	64	54	12	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	98	1489	35914	100	99	98	500	502	489	NA	3	5	9	9	15	77	68	67	14	20	14
Students with Disabilities	13	279	9808	100	95	87	478	457	432	NA	19	35	23	30	32	69	42	30	8	9	3
Students without Disabilities	97	1667	69878	100	100	100	503	499	475	NA	3	8	7	10	23	76	69	61	16	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	105	1562	41591	100	99	99	500	503	486	NA	3	6	10	8	16	74	68	65	16	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	110	1954	80372	100	100	99	507	495	475	1	2	4	11	19	30	85	76	64	3	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	976	39452	100	100	99	521	505	488	NA	1	3	6	13	22	90	80	72	4	6	3
Male	58	977	40836	100	99	98	494	485	464	2	3	6	16	24	37	81	71	56	2	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	98	1496	36213	100	100	99	507	501	489	1	1	2	10	15	22	86	79	72	3	4	3
Students with Disabilities	13	288	10526	100	98	94	480	453	427	NA	8	15	23	46	53	77	46	31	NA	1	1
Students without Disabilities	97	1666	69846	100	100	100	511	502	482	1	1	3	9	14	26	87	81	69	3	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	105	1568	41851	100	100	100	507	503	489	1	1	3	11	15	22	85	80	72	3	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	113	2007	79306	100	100	99	561	536	504	NA	6	13	3	9	20	39	47	49	58	38	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	966	38845	100	100	99	560	536	505	NA	5	11	4	9	20	39	48	50	57	39	18
Male	57	1041	40383	100	100	98	562	535	504	NA	6	14	2	10	19	39	46	47	60	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	NC	29	4034	NC	100	97	NC	489	479	NC	28	22	NC	17	29	NC	41	43	NC	14	7
White	101	1554	36234	100	100	99	562	544	523	NA	3	6	3	7	13	39	47	52	58	43	28
Students with Disabilities	22	270	10286	100	99	91	538	492	462	NA	24	41	9	22	27	55	38	27	36	16	5
Students without Disabilities	91	1737	69020	100	100	100	567	542	510	NA	3	9	1	7	18	35	48	52	64	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	563	545	521	NA	3	7	3	7	14	37	46	51	60	44	27

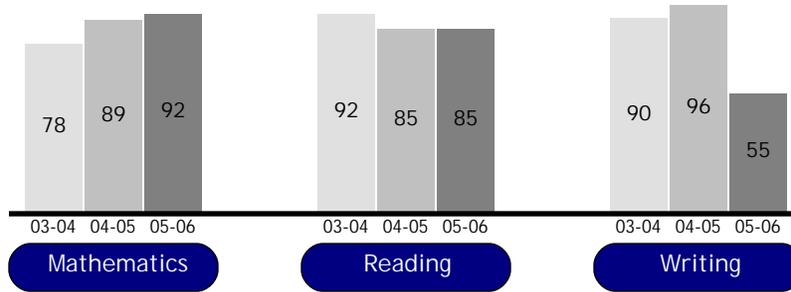
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	1994	79000	100	99	98	537	517	489	NA	4	10	6	11	24	61	64	58	33	21	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	963	38774	100	99	99	540	522	494	NA	2	7	11	10	22	55	64	61	34	24	10
Male	57	1031	40150	100	99	98	534	512	485	NA	5	12	2	13	25	67	63	55	32	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	NC	28	4016	NC	97	96	NC	494	467	NC	11	14	NC	18	37	NC	57	46	NC	14	2
White	101	1549	36135	100	99	98	536	525	508	NA	2	4	6	7	14	62	66	67	32	25	15
Students with Disabilities	22	258	9991	100	94	88	512	479	449	NA	14	33	23	29	36	64	50	29	14	7	2
Students without Disabilities	91	1736	69009	100	100	100	543	522	495	NA	2	6	2	8	22	60	66	62	37	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	539	526	505	NA	1	5	6	8	16	60	66	65	35	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	113	2007	79611	100	100	99	538	524	496	NA	3	7	17	22	37	80	73	56	4	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	967	39016	100	100	99	551	537	511	NA	2	4	13	14	29	84	81	66	4	3	1
Male	57	1040	40519	100	100	98	526	511	482	NA	3	10	21	29	44	75	67	46	4	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	NC	29	3992	NC	100	96	NC	496	478	NC	10	10	NC	28	46	NC	62	44	NC	NA	0
White	101	1554	36380	100	100	99	542	531	511	NA	2	4	16	19	30	80	78	65	4	2	1
Students with Disabilities	22	271	10664	100	99	94	511	471	440	NA	13	23	36	49	54	64	36	22	NA	2	1
Students without Disabilities	91	1736	68947	100	100	100	545	532	504	NA	1	4	12	18	34	84	79	61	4	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	543	532	511	NA	1	4	13	19	30	83	78	65	4	2	1

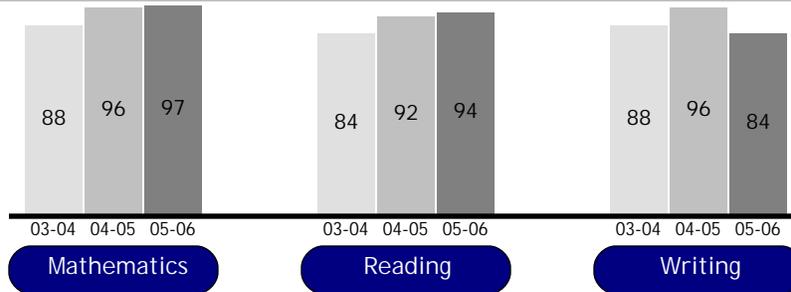
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	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	97	71	NA	58	100	67	62	47	100	70	65	46
	Language	98	66	68	50	100	73	64	47	100	79	70	48
	Mathematics	98	80	79	64	100	66	67	50	100	73	72	52
3	Reading	100	74	NA	55	100	59	57	44	100	61	63	46
	Language	100	80	77	61	100	61	57	44	100	61	59	46
	Mathematics	100	68	76	61	100	67	65	51	100	70	70	52
4	Reading	100	84	NA	56	99	70	61	48	100	73	68	52
	Language	100	75	69	52	99	70	64	49	100	72	70	52
	Mathematics	100	84	79	61	100	73	66	53	100	75	70	58
5	Reading	99	84	NA	55	100	69	64	50	100	79	73	56
	Language	99	77	69	49	100	72	65	50	100	80	73	54
	Mathematics	99	89	83	63	100	74	65	49	100	79	72	52

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

Council Duties

- Ü School Improvement
- Ü Personnel Decision Input
- Ü School Safety Issues
- Ü School/Business/Community Relations
- Ü Site Budget Overview
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	41.00
Other Professional Staff	12.00	Teacher Aide	22.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	54
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library/Resource Center
- Ü Two Computer Labs (Dell and Mac)
- Ü Fine Arts and PE Center; Science Lab
- Ü Production Studio and Publishing Center

Extracurricular Activities

- Ü Honors Chorus/Strings/Band
- Ü Student Council
- Ü Odyssey of the Mind
- Ü Math Olympiad/Word Masters
- Ü Media Club
- Ü Art Explorers
- Ü Chess and Drama Club
- Ü After School Programs and Childcare

Social Services

- Ü Boys/Girls Club Connection
- Ü Scottsdale Senior Center Connection
- Ü Scottsdale Prevention Institute (SPI)
- Ü Exceptional Adult Volunteer Program
- Ü PALS Preschool - 4 year olds
- Ü Kids Club Afterschool Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü For three years Laguna was awarded an 'Excelling' label by the State Department of Education for meeting yearly progress. Teachers used research-based instructional practices, provided differentiated instruction and assisted ALL children in learning.
- ü Laguna improved school safety through positive play and communication. Throughout the year our students demonstrated positive personal character traits, citizenship, and civic responsibility - all essential traits we value.
- ü 100% of Laguna teachers mastered the state technology standards. Teacher mastery of the curriculum has positively influenced integration of technology in the curriculum. Currently, 98% of K-5 students have mastered the state technology curriculum.
- ü 100% of the Laguna staff has committed to growing professionally by attending more than six hours of staff development outside regular school hours. Classes aligned with our school goals, enriching instructional practices already at a high standard.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	93	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

Every effort is made to maintain a safe and healthy environment to ensure the safety of your child. Play areas are very well-supervised, equipment is regularly inspected, fire drills and lockdown drills are practiced, and emergency phone trees are in place. We have a zero tolerance policy on any behaviors that interfere with a child's ability to work and play comfortably. The above incidents related to attendance issues that required intervention from the school resource officer.

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	Sandra Richardson	(480) 484-2400
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Katie Root	(480) 484-2410
School Nutrition Programs	Susan Bettenhausen	(480) 484-8680
Parent Organization	Diane Babbitt	(480) 907-7004
Student Health/Nurse	Eileen LaHood	(480) 484-2411

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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\*\* 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.