



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

11020 North 28th Street, Phoenix, AZ 85028

Paradise Valley 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	Highly Performing
2004-05	Highly Performing
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mr. Thomas Edwin Ellinghausen  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-6  
 Web Address : www.pvUSD.k12.az.us  
 Phone Number : (602) 493-6070  
 Fax Number : (602) 493-6076  
 E-mail : tellinghausen@pvschools.net

Mission

The mission of Desert Cove Elementary School is to lead students to high academic achievement and individual excellence through a system of professional expertise and positive community collaboration.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not 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 Continue to increase services and resources to meet the needs of all students.
- ü Continue to improve student achievement on norm-referenced, as well as performance-based assessment tools.
- ü To advance excellence in teaching and learning for everyone.
- ü To ensure a safe and supportive environment, and to ensure that students have the social skills and character traits essential for success in their community

Enrollment

October 1, 2005 School Year Student Enrollment : 618  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 38

Instructional Programs

- Strong Literacy Program
- Honors Classes
- On-site Special Education
- Afterschool Activities
- Junior Achievement
- Art Masterpiece

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/16/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Home-school communication provides parents information about their children's school programs and ways they can be involved and supportive of school efforts. We are responsible for creating a climate of learning that welcomes parents as partners. Student progress is available online for parents through Pearl Integrated Gradebook Homeview. We also have a school website.

Parents

Parents are responsible for their children's preparation to learn by getting them to school on time, well-rested and having had a good breakfast. They support their children's education by staying informed and involved with school activities.

Transportation Policy

Bus service is provided for students in some parts of the attendance area. Students in grades 3-6 are allowed to ride a bicycle to school. It is recommended that all bike-riders wear a helmet. Rollerblades and skateboards are not recommended.

School Honors

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

Award/Honor	Year
• Grand Canyon Art Award	2004
• Mathematical Olympiads High Achievement Award	2005
• City of Phoenix Library Award	2005
• Intel Math Teacher of the Year Award	2003

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	76	2516	80010	95	99	99	470	464	447	4	7	10	8	13	18	54	51	53	34	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1236	38935	98	100	99	464	462	447	4	7	9	7	13	19	64	54	55	24	27	17
Male	31	1279	40974	91	98	98	479	465	448	3	7	11	10	13	18	39	48	52	48	32	19
African American	NC	88	4201	NC	100	99	NC	447	430	NC	11	17	NC	17	23	NC	60	51	NC	11	9
Hispanic	NC	556	34545	NC	99	99	NC	427	432	NC	21	14	NC	24	24	NC	46	53	NC	9	9
Asian/Pacific Islander	NC	95	2068	NC	99	99	NC	483	474	NC	2	4	NC	9	10	NC	48	50	NC	40	36
American Indian/Alaskan Native	--	14	3979	--	100	96	--	435	424	--	NA	17	--	50	30	--	43	47	--	7	6
White	65	1762	35142	94	99	99	474	475	465	3	3	5	8	9	11	52	52	56	37	36	28
Students with Disabilities	11	347	10161	73	93	93	452	440	419	9	16	28	9	28	28	73	39	36	9	17	8
Students without Disabilities	65	2169	69849	100	100	100	473	467	451	3	5	7	8	11	17	51	53	56	38	31	19
Limited English Proficient Students	NC	244	14013	NC	97	97	NC	395	413	NC	41	24	NC	36	34	NC	23	39	NC	0	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	22	599	39029	100	99	98	452	437	432	9	14	14	18	21	25	50	52	52	23	13	9
Non-Economically Disadvantaged	54	1917	40981	93	99	100	478	472	462	2	5	6	4	10	13	56	50	54	39	35	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	76	2495	79438	95	98	98	479	466	451	1	7	9	7	15	24	71	60	56	21	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1227	38775	98	99	99	478	471	457	NA	6	7	9	14	22	71	60	58	20	20	13
Male	31	1267	40560	91	97	97	481	462	446	3	9	12	3	16	25	71	61	54	23	15	9
African American	NC	88	4178	NC	100	98	NC	457	439	NC	10	13	NC	19	29	NC	58	52	NC	13	6
Hispanic	NC	550	34297	NC	98	98	NC	426	434	NC	23	14	NC	29	31	NC	44	50	NC	4	5
Asian/Pacific Islander	NC	95	2063	NC	99	99	NC	477	475	NC	2	3	NC	8	15	NC	71	63	NC	19	20
American Indian/Alaskan Native	--	13	3940	--	100	95	--	442	429	--	8	14	--	31	36	--	62	47	--	NA	3
White	65	1748	34887	94	98	98	481	479	471	2	3	4	6	11	15	69	65	63	23	22	18
Students with Disabilities	11	329	9588	73	88	88	476	438	416	NA	20	30	27	29	32	36	41	34	36	10	5
Students without Disabilities	65	2166	69850	100	100	100	479	470	456	2	5	7	3	13	23	77	63	59	18	18	12
Limited English Proficient Students	NC	239	13856	NC	95	96	NC	385	407	NC	49	27	NC	38	43	NC	13	29	NC	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	22	588	38685	100	97	97	465	437	435	5	17	14	9	26	32	73	52	50	14	6	5
Non-Economically Disadvantaged	54	1907	40753	93	99	99	485	475	467	NA	5	5	6	12	16	70	63	62	24	21	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	76	2525	79971	95	99	99	461	446	423	1	4	8	16	27	41	78	63	49	5	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1240	38974	98	100	99	469	459	437	NA	2	5	16	21	33	78	68	57	7	9	4
Male	31	1284	40895	91	99	98	449	433	410	3	6	10	16	33	47	77	58	41	3	3	2
African American	NC	87	4203	NC	99	99	NC	426	411	NC	5	11	NC	40	45	NC	53	43	NC	2	2
Hispanic	NC	556	34481	NC	99	99	NC	409	410	NC	12	10	NC	41	46	NC	46	43	NC	1	1
Asian/Pacific Islander	NC	94	2067	NC	98	99	NC	466	449	NC	NA	4	NC	21	28	NC	66	60	NC	13	8
American Indian/Alaskan Native	--	14	3995	--	100	96	--	436	409	--	NA	10	--	43	47	--	57	42	--	NA	1
White	65	1773	35150	94	99	99	463	457	437	2	2	5	14	23	35	78	69	56	6	7	5
Students with Disabilities	11	361	10258	73	97	94	449	408	377	NA	13	23	36	42	51	64	43	25	NA	2	1
Students without Disabilities	65	2164	69713	100	100	100	463	451	429	2	3	5	12	25	39	80	66	52	6	6	3
Limited English Proficient Students	NC	241	13985	NC	96	97	NC	369	382	NC	22	18	NC	59	54	NC	19	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	22	602	38994	100	99	98	459	415	409	NA	9	10	18	44	47	77	45	41	5	2	1
Non-Economically Disadvantaged	54	1923	40977	93	99	100	462	455	437	2	3	5	15	22	34	78	68	56	6	7	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	82	2517	80147	92	99	99	510	502	482	2	7	11	1	10	17	62	46	49	34	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1217	39281	95	99	99	516	503	483	3	6	9	3	11	17	53	45	50	42	38	24
Male	44	1297	40780	90	99	98	505	502	482	2	7	12	NA	9	17	70	47	48	27	37	24
African American	NC	87	4249	NC	98	99	NC	475	464	NC	13	17	NC	16	22	NC	56	48	NC	15	13
Hispanic	NC	554	33494	NC	98	99	NC	470	466	NC	16	15	NC	20	23	NC	45	49	NC	19	14
Asian/Pacific Islander	NC	79	2103	NC	100	99	NC	525	515	NC	1	4	NC	3	8	NC	51	44	NC	46	45
American Indian/Alaskan Native	NC	34	4117	NC	97	96	NC	474	456	NC	24	19	NC	6	27	NC	56	46	NC	15	8
White	69	1761	36122	95	99	99	513	514	501	3	3	5	NA	6	10	59	46	50	38	45	35
Students with Disabilities	NC	375	10295	NC	95	92	NC	461	443	NC	24	33	NC	20	26	NC	40	33	NC	16	8
Students without Disabilities	76	2142	69852	100	100	100	513	509	488	1	4	7	1	8	16	62	47	51	36	41	26
Limited English Proficient Students	NC	198	12722	NC	98	97	NC	428	441	NC	37	27	NC	32	33	NC	29	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	20	610	38371	77	97	97	494	470	465	NA	15	15	5	19	23	80	50	49	15	16	13
Non-Economically Disadvantaged	62	1907	41776	98	100	100	515	513	498	3	4	6	NA	7	11	56	45	49	40	44	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	82	2496	79686	92	98	98	492	488	470	2	7	11	10	14	24	79	63	57	9	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1211	39163	95	99	99	504	494	475	NA	6	9	8	12	22	76	63	60	16	19	10
Male	44	1282	40438	90	97	97	482	483	465	5	9	13	11	16	25	82	63	54	2	12	7
African American	NC	86	4228	NC	97	98	NC	470	458	NC	13	15	NC	17	28	NC	58	53	NC	12	4
Hispanic	NC	549	33299	NC	97	98	NC	452	452	NC	22	17	NC	28	32	NC	45	47	NC	5	3
Asian/Pacific Islander	NC	79	2097	NC	100	99	NC	505	490	NC	NA	5	NC	5	13	NC	81	68	NC	14	14
American Indian/Alaskan Native	NC	34	4087	NC	97	96	NC	467	446	NC	12	16	NC	29	38	NC	53	44	NC	6	2
White	69	1746	35914	95	98	98	493	500	489	3	3	5	10	9	15	78	68	67	9	19	14
Students with Disabilities	NC	353	9808	NC	89	87	NC	451	432	NC	25	35	NC	27	32	NC	42	30	NC	6	3
Students without Disabilities	76	2143	69878	100	100	100	496	494	475	1	4	8	9	12	23	80	67	61	9	17	9
Limited English Proficient Students	NC	195	12594	NC	97	96	NC	408	422	NC	51	34	NC	36	45	NC	12	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	20	601	38095	77	96	97	479	454	452	5	19	17	15	26	32	70	50	48	10	5	3
Non-Economically Disadvantaged	62	1895	41591	98	99	99	497	499	486	2	4	6	8	10	16	82	67	65	8	19	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	81	2507	80372	91	99	99	492	500	475	NA	3	4	19	16	30	81	75	64	NA	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1217	39452	95	99	99	503	511	488	NA	2	3	8	11	22	92	79	72	NA	9	3
Male	43	1287	40836	88	98	98	483	490	464	NA	3	6	28	21	37	72	72	56	NA	4	1
African American	NC	87	4264	NC	98	99	NC	495	465	NC	2	5	NC	18	35	NC	77	59	NC	2	1
Hispanic	NC	551	33608	NC	98	99	NC	467	462	NC	7	6	NC	30	36	NC	62	57	NC	1	1
Asian/Pacific Islander	NC	79	2098	NC	100	99	NC	520	500	NC	NA	2	NC	8	16	NC	80	75	NC	13	7
American Indian/Alaskan Native	NC	34	4128	NC	97	97	NC	494	464	NC	3	4	NC	21	39	NC	74	56	NC	3	1
White	68	1754	36213	93	99	99	494	510	489	NA	1	2	18	12	22	82	79	72	NA	8	3
Students with Disabilities	NC	370	10526	NC	94	94	NC	455	427	NC	9	15	NC	43	53	NC	46	31	NC	1	1
Students without Disabilities	76	2137	69846	100	100	100	492	508	482	NA	1	3	18	12	26	82	80	69	NA	7	2
Limited English Proficient Students	NC	193	12747	NC	96	97	NC	416	432	NC	17	12	NC	53	52	NC	31	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	19	608	38521	73	97	98	485	468	461	NA	7	6	16	31	38	84	61	55	NA	2	1
Non-Economically Disadvantaged	62	1899	41851	98	99	100	495	511	489	NA	1	3	19	12	22	81	80	72	NA	8	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	95	2706	79306	100	99	99	504	519	504	16	8	13	11	15	20	56	50	49	18	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1326	38845	100	99	99	507	519	505	9	7	11	11	16	20	63	52	50	17	25	18
Male	49	1379	40383	100	99	98	501	520	504	22	9	14	10	15	19	49	49	47	18	28	19
African American	NC	80	4171	NC	99	98	NC	498	485	NC	9	20	NC	30	26	NC	45	44	NC	16	10
Hispanic	16	622	32673	100	100	99	489	485	487	19	18	18	19	30	25	56	42	46	6	10	10
Asian/Pacific Islander	NC	75	2147	NC	99	99	NC	538	539	NC	1	5	NC	11	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	35	4034	NC	100	97	NC	500	479	NC	11	22	NC	29	29	NC	49	43	NC	11	7
White	69	1893	36234	100	99	99	509	531	523	14	5	6	6	10	13	58	53	52	22	33	28
Students with Disabilities	26	358	10286	100	95	91	461	477	462	50	32	41	15	23	27	31	37	27	4	9	5
Students without Disabilities	69	2348	69020	100	100	100	519	525	510	3	4	9	9	14	18	65	52	52	23	29	21
Limited English Proficient Students	NC	182	10291	NC	99	96	NC	450	458	NC	45	38	NC	38	34	NC	16	26	NC	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	22	709	37437	100	99	97	487	489	486	23	16	19	27	28	26	36	45	46	14	11	9
Non-Economically Disadvantaged	73	1997	41869	100	100	100	509	530	521	14	5	7	5	11	14	62	52	51	19	32	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	95	2702	79000	100	99	98	496	503	489	11	7	10	15	17	24	65	63	58	9	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1321	38774	100	99	99	505	510	494	4	5	7	13	15	22	72	64	61	11	16	10
Male	49	1380	40150	100	99	98	487	497	485	16	9	12	16	18	25	59	62	55	8	12	8
African American	NC	80	4153	NC	99	98	NC	493	476	NC	3	13	NC	29	30	NC	59	53	NC	10	4
Hispanic	16	623	32508	100	100	98	488	469	472	13	17	15	19	34	33	69	47	49	NA	3	3
Asian/Pacific Islander	NC	75	2142	NC	99	99	NC	514	510	NC	4	4	NC	15	14	NC	63	67	NC	19	16
American Indian/Alaskan Native	NC	35	4016	NC	100	96	NC	480	467	NC	9	14	NC	29	37	NC	57	46	NC	6	2
White	69	1888	36135	100	99	98	501	515	508	9	4	4	14	10	14	64	68	67	13	18	15
Students with Disabilities	26	352	9991	100	94	88	444	464	449	38	25	33	27	29	36	35	41	29	NA	5	2
Students without Disabilities	69	2350	69009	100	100	100	515	509	495	NA	4	6	10	15	22	77	66	62	13	15	10
Limited English Proficient Students	NC	182	10199	NC	99	95	NC	426	439	NC	55	35	NC	34	47	NC	10	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	22	708	37234	100	99	97	482	476	472	18	14	15	23	32	33	50	49	50	9	4	3
Non-Economically Disadvantaged	73	1994	41766	100	99	99	501	513	505	8	4	5	12	11	16	70	67	65	10	17	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	95	2704	79611	100	99	99	512	516	496	6	4	7	23	24	37	69	70	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1330	39016	100	100	99	535	529	511	NA	3	4	17	17	29	83	77	66	NA	3	1
Male	49	1373	40519	100	99	98	491	505	482	12	6	10	29	31	44	57	62	46	2	1	0
African American	NC	80	4188	NC	99	98	NC	514	486	NC	4	9	NC	24	40	NC	70	50	NC	3	0
Hispanic	16	620	32855	100	99	99	505	488	481	6	8	10	31	39	43	63	52	47	NA	1	0
Asian/Pacific Islander	NC	76	2149	NC	100	100	NC	529	519	NC	4	4	NC	16	24	NC	75	70	NC	5	2
American Indian/Alaskan Native	NC	35	3992	NC	100	96	NC	502	478	NC	3	10	NC	31	46	NC	66	44	NC	NA	0
White	69	1892	36380	100	99	99	519	526	511	4	3	4	23	20	30	71	75	65	1	2	1
Students with Disabilities	26	359	10664	100	96	94	448	463	440	23	18	23	50	45	54	27	35	22	NA	2	1
Students without Disabilities	69	2345	68947	100	100	100	536	524	504	NA	2	4	13	21	34	86	75	61	1	2	1
Limited English Proficient Students	NC	181	10362	NC	99	97	NC	425	438	NC	24	22	NC	62	57	NC	14	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	22	706	37626	100	98	98	488	489	479	14	8	10	41	38	45	45	53	45	NA	1	0
Non-Economically Disadvantaged	73	1998	41985	100	100	100	520	526	511	4	3	4	18	19	30	77	76	65	1	3	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	118	2629	79327	99	99	98	516	535	518	13	10	19	19	15	20	59	52	46	9	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	1291	38961	100	99	98	514	538	520	13	9	16	15	15	20	68	54	48	4	23	16
Male	71	1337	40295	99	99	97	517	533	516	13	12	21	21	15	19	54	51	44	13	22	16
African American	NC	90	4247	NC	100	98	NC	509	499	NC	20	27	NC	19	24	NC	51	41	NC	10	8
Hispanic	16	546	32327	100	99	98	520	503	499	6	23	27	31	25	25	50	44	41	13	8	8
Asian/Pacific Islander	NC	84	1939	NC	99	99	NC	558	556	NC	4	6	NC	10	10	NC	55	47	NC	32	36
American Indian/Alaskan Native	NC	29	4391	NC	100	96	NC	512	489	NC	17	32	NC	17	27	NC	55	36	NC	10	4
White	92	1879	36373	100	99	98	517	545	538	12	6	10	17	12	14	62	55	52	9	27	25
Students with Disabilities	27	343	9321	96	94	87	472	482	467	41	38	54	30	27	22	30	30	21	NA	5	3
Students without Disabilities	91	2286	70006	100	100	100	529	543	524	4	6	14	15	13	19	68	56	49	12	25	18
Limited English Proficient Students	NC	132	9431	NC	99	95	NC	456	466	NC	59	53	NC	30	27	NC	11	18	NC	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	25	618	37097	100	98	97	496	504	498	36	21	27	4	24	25	56	48	41	4	7	7
Non-Economically Disadvantaged	93	2011	42230	99	99	99	521	545	535	6	7	11	23	12	15	60	53	50	11	27	24

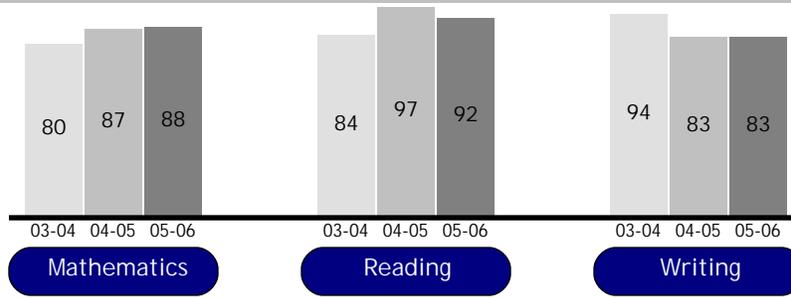
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	2634	79501	99	99	98	509	513	497	8	6	10	15	17	25	75	70	60	3	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	1296	39062	100	100	99	513	519	502	11	4	8	9	15	23	77	72	64	4	10	5
Male	71	1337	40368	99	99	98	506	507	491	6	8	13	20	19	27	73	69	57	1	5	3
African American	NC	90	4279	NC	100	99	NC	496	485	NC	14	14	NC	18	30	NC	64	54	NC	3	2
Hispanic	16	545	32389	100	99	98	511	482	478	13	15	16	13	34	34	69	48	48	6	3	1
Asian/Pacific Islander	NC	84	1936	NC	99	99	NC	527	519	NC	1	3	NC	12	14	NC	77	73	NC	10	9
American Indian/Alaskan Native	NC	29	4401	NC	100	96	NC	493	473	NC	10	17	NC	21	40	NC	69	43	NC	NA	1
White	92	1885	36446	100	100	99	510	522	516	4	3	4	17	12	15	76	76	73	2	9	7
Students with Disabilities	27	349	9411	96	96	88	472	468	453	26	24	36	26	34	36	48	41	26	NA	1	1
Students without Disabilities	91	2285	70090	100	100	100	520	519	502	2	3	7	12	14	24	82	75	65	3	8	5
Limited English Proficient Students	NC	130	9401	NC	97	94	NC	433	443	NC	52	40	NC	41	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	25	620	37183	100	99	97	485	485	479	28	14	16	16	29	34	56	55	49	NA	2	1
Non-Economically Disadvantaged	93	2014	42318	99	100	99	515	521	513	2	3	5	15	13	17	80	75	70	3	9	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	117	2642	80000	98	100	99	582	587	564	1	1	3	8	6	11	72	74	75	20	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	1295	39288	100	100	99	593	602	579	2	1	2	9	3	6	62	71	77	28	26	16
Male	70	1346	40644	97	100	98	574	572	549	NA	2	4	7	9	15	79	78	74	14	11	7
African American	NC	92	4307	NC	100	99	NC	571	551	NC	3	4	NC	10	13	NC	77	75	NC	10	7
Hispanic	16	549	32672	100	99	99	594	561	548	NA	3	4	6	10	14	69	81	76	25	6	6
Asian/Pacific Islander	NC	85	1945	NC	100	99	NC	611	592	NC	NA	1	NC	1	4	NC	66	69	NC	33	25
American Indian/Alaskan Native	NC	29	4424	NC	100	97	NC	565	549	NC	3	3	NC	7	14	NC	86	77	NC	3	5
White	90	1886	36602	98	100	99	581	594	579	1	1	2	8	5	7	70	73	75	21	22	16
Students with Disabilities	26	357	9919	93	98	93	547	535	505	NA	4	9	23	26	35	73	67	54	4	2	2
Students without Disabilities	91	2285	70081	100	100	100	592	594	571	1	1	2	3	3	7	71	75	79	24	21	12
Limited English Proficient Students	NC	129	9571	NC	96	96	NC	489	502	NC	14	10	NC	30	29	NC	56	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	25	620	37534	100	99	98	555	561	547	NA	2	4	20	11	15	72	80	76	8	6	5
Non-Economically Disadvantaged	92	2022	42466	98	100	100	589	594	578	1	1	2	4	4	7	72	73	75	23	22	16

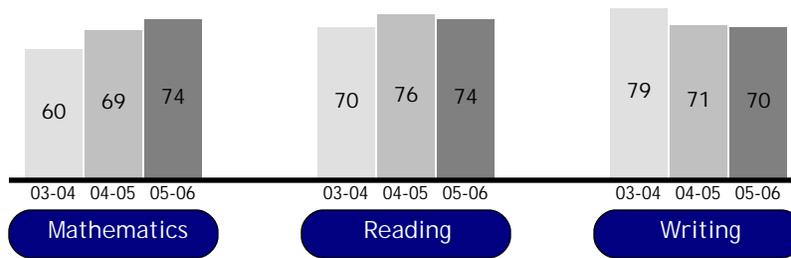
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	69	NA	58	100	56	55	47	100	61	56	46
	Language	91	65	59	50	100	61	55	47	100	61	58	48
	Mathematics	100	74	68	64	100	60	56	50	100	58	58	52
3	Reading	100	71	NA	55	92	63	56	44	95	61	61	46
	Language	100	75	69	61	92	60	55	44	95	61	58	46
	Mathematics	100	76	69	61	100	63	60	51	95	67	63	52
4	Reading	96	70	NA	56	96	55	58	48	92	67	65	52
	Language	98	62	63	52	96	55	57	49	91	70	65	52
	Mathematics	100	65	72	61	99	57	61	53	92	68	70	58
5	Reading	96	72	NA	55	100	60	58	50	100	59	65	56
	Language	99	65	60	49	100	56	59	50	100	56	65	54
	Mathematics	96	71	72	63	100	51	57	49	100	54	63	52
6	Reading	100	72	NA	56	99	62	61	51	100	65	67	56
	Language	99	65	61	48	99	60	57	47	98	59	61	50
	Mathematics	100	77	76	66	99	64	62	52	100	54	68	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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety
- Ü School Funding Issues
- Ü Evaluating Instructional Programs
- Ü Selecting Yearly School Goals
- Ü Long-range Instructional Plan
- Ü Student Discipline/Dress Code

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	33.50
Other Professional Staff	4.50	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	3	0	0
4 to 6 years	3	3	0	0
7 to 9 years	1	2	0	0
10 or more years	6	21	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
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 iMac Computer Lab
- Ü Multipurpose Room/Stage
- Ü Media Center

Extracurricular Activities

- Ü Student Leadership Club
- Ü Astronomy Club
- Ü Computer Club
- Ü Reading Remediation Grades 1-2
- Ü Brain Club
- Ü Runners' Club
- Ü Chess Club
- Ü Chorus

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Crisis Intervention
- Ü Health Services
- Ü Social Worker
- Ü Phoenix Activity City
- Ü Mascot Club

School Achievements/Accomplishments 2005-06

ü Desert Cove's sixth grade team placed in the top ten percent nationally in the Math Olympiads for the seventh year in a row.

ü City of Phoenix Library Award.

Student Activity Rates for School Year 2005-06

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

School-wide conflict resolution program taught by teachers in all classrooms the first two weeks of the school year and reviewed in February. Practice of safety drills including fire, bomb, lock-down and evacuation. Bullying prevention training is ongoing for staff members. School-wide student discipline and character traits program. Site Safety Committee meets quarterly.

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	Thomas Ellinghausen	(602) 493-6070
Transportation Policy	Doug Curry	(602) 493-6320
Community Resources	Thomas Ellinghausen	(602) 493-6070
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	PTSO	(602) 493-6070
Student Health/Nurse	Stephanie Klever	(602) 493-6073

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.