



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3303 E Utopia, Phoenix, AZ 85050

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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Gerald Michels
Schedule : 07:30 AM to 04:00 PM
Grades : Pre-K-6
Web Address : pvusd.k12.az.us
Phone Number : (602) 493-6240
Fax Number : (602) 493-6248
E-mail : gmichels@pvschools.net

Mission

A safe learning environment is provided for students. Educators with the community will guide students toward mastery in learning through a variety of educational settings so that each student can increase his or her personal achievement for success.

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

- Students will read at a minimum of a sixth grade level when they leave the sixth grade.
Students will be able to demonstrate competence on AIMS Achievement Test.

Enrollment

October 1, 2005 School Year Student Enrollment : 529
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 30

Instructional Programs

- Honors Classes
- On-site Special Education
- ELL
- Accelerated Reader
- All Day Kindergarten
- Pre-K Program
- MIMR Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Provide curriculum, materials, books; establish high academic standards; provide a safe learning environment; include all stakeholders in decision making; continue to provide teachers with training; provide a good home school communication process.

Parents

Parents are responsible for student attendance, providing proper support to the school through home reading, homework support and active participation at school events. Parents are responsible to communicate their needs and concerns to the school.

Transportation Policy

The district transportation policy allows for bus service to Kindergartners (exceeding 1/2 mile) and grades 1-6 (exceeding 1 mile). Transportation is provided for students who have an IEP that requires transportation.

School Honors

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

Award/Honor	Year
• National Teacher Certification	2001

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	2516	80010	100	99	99	466	464	447	3	7	10	16	13	18	56	51	53	26	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1236	38935	100	100	99	468	462	447	3	7	9	18	13	19	56	54	55	24	27	17
Male	36	1279	40974	100	98	98	464	465	448	3	7	11	14	13	18	56	48	52	28	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	13	556	34545	100	99	99	465	427	432	8	21	14	8	24	24	62	46	53	23	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	51	1762	35142	100	99	99	471	475	465	NA	3	5	18	9	11	53	52	56	29	36	28
Students with Disabilities	12	347	10161	100	93	93	443	440	419	17	16	28	33	28	28	25	39	36	25	17	8
Students without Disabilities	58	2169	69849	100	100	100	471	467	451	NA	5	7	12	11	17	62	53	56	26	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	NC	599	39029	NC	99	98	NC	437	432	NC	14	14	NC	21	25	NC	52	52	NC	13	9
Non-Economically Disadvantaged	62	1917	40981	100	99	100	469	472	462	3	5	6	16	10	13	53	50	54	27	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	70	2495	79438	100	98	98	467	466	451	1	7	9	13	15	24	74	60	56	11	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1227	38775	100	99	99	477	471	457	NA	6	7	12	14	22	76	60	58	12	20	13
Male	36	1267	40560	100	97	97	459	462	446	3	9	12	14	16	25	72	61	54	11	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	13	550	34297	100	98	98	468	426	434	NA	23	14	8	29	31	85	44	50	8	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	51	1748	34887	100	98	98	472	479	471	NA	3	4	12	11	15	75	65	63	14	22	18
Students with Disabilities	12	329	9588	100	88	88	454	438	416	NA	20	30	33	29	32	58	41	34	8	10	5
Students without Disabilities	58	2166	69850	100	100	100	470	470	456	2	5	7	9	13	23	78	63	59	12	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	NC	588	38685	NC	97	97	NC	437	435	NC	17	14	NC	26	32	NC	52	50	NC	6	5
Non-Economically Disadvantaged	62	1907	40753	100	99	99	470	475	467	NA	5	5	15	12	16	73	63	62	13	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	70	2525	79971	100	99	99	447	446	423	NA	4	8	31	27	41	66	63	49	3	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1240	38974	100	100	99	461	459	437	NA	2	5	18	21	33	76	68	57	6	9	4
Male	36	1284	40895	100	99	98	433	433	410	NA	6	10	44	33	47	56	58	41	NA	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	13	556	34481	100	99	99	451	409	410	NA	12	10	23	41	46	69	46	43	8	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	51	1773	35150	100	99	99	448	457	437	NA	2	5	29	23	35	69	69	56	2	7	5
Students with Disabilities	12	361	10258	100	97	94	439	408	377	NA	13	23	42	42	51	58	43	25	NA	2	1
Students without Disabilities	58	2164	69713	100	100	100	448	451	429	NA	3	5	29	25	39	67	66	52	3	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	NC	602	38994	NC	99	98	NC	415	409	NC	9	10	NC	44	47	NC	45	41	NC	2	1
Non-Economically Disadvantaged	62	1923	40977	100	99	100	448	455	437	NA	3	5	31	22	34	66	68	56	3	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	68	2517	80147	100	99	99	533	502	482	1	7	11	3	10	17	32	46	49	63	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1217	39281	100	99	99	536	503	483	NA	6	9	3	11	17	24	45	50	73	38	24
Male	35	1297	40780	100	99	98	530	502	482	3	7	12	3	9	17	40	47	48	54	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	--	34	4117	--	97	96	--	474	456	--	24	19	--	6	27	--	56	46	--	15	8
White	55	1761	36122	100	99	99	537	514	501	2	3	5	4	6	10	29	46	50	65	45	35
Students with Disabilities	11	375	10295	100	95	92	508	461	443	NA	24	33	18	20	26	55	40	33	27	16	8
Students without Disabilities	57	2142	69852	100	100	100	538	509	488	2	4	7	NA	8	16	28	47	51	70	41	26
Limited English Proficient Students	--	198	12722	--	98	97	--	428	441	--	37	27	--	32	33	--	29	37	--	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	610	38371	NC	97	97	NC	470	465	NC	15	15	NC	19	23	NC	50	49	NC	16	13
Non-Economically Disadvantaged	62	1907	41776	100	100	100	537	513	498	NA	4	6	3	7	11	31	45	49	66	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	68	2496	79686	100	98	98	515	488	470	1	7	11	4	14	24	69	63	57	25	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1211	39163	100	99	99	521	494	475	NA	6	9	NA	12	22	70	63	60	30	19	10
Male	35	1282	40438	100	97	97	509	483	465	3	9	13	9	16	25	69	63	54	20	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	--	34	4087	--	97	96	--	467	446	--	12	16	--	29	38	--	53	44	--	6	2
White	55	1746	35914	100	98	98	517	500	489	2	3	5	4	9	15	65	68	67	29	19	14
Students with Disabilities	11	353	9808	100	89	87	495	451	432	NA	25	35	18	27	32	73	42	30	9	6	3
Students without Disabilities	57	2143	69878	100	100	100	519	494	475	2	4	8	2	12	23	68	67	61	28	17	9
Limited English Proficient Students	--	195	12594	--	97	96	--	408	422	--	51	34	--	36	45	--	12	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	601	38095	NC	96	97	NC	454	452	NC	19	17	NC	26	32	NC	50	48	NC	5	3
Non-Economically Disadvantaged	62	1895	41591	100	99	99	519	499	486	NA	4	6	5	10	16	68	67	65	27	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	68	2507	80372	100	99	99	521	500	475	NA	3	4	1	16	30	93	75	64	6	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1217	39452	100	99	99	531	511	488	NA	2	3	NA	11	22	88	79	72	12	9	3
Male	35	1287	40836	100	98	98	511	490	464	NA	3	6	3	21	37	97	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	--	34	4128	--	97	97	--	494	464	--	3	4	--	21	39	--	74	56	--	3	1
White	55	1754	36213	100	99	99	524	510	489	NA	1	2	2	12	22	91	79	72	7	8	3
Students with Disabilities	11	370	10526	100	94	94	498	455	427	NA	9	15	9	43	53	91	46	31	NA	1	1
Students without Disabilities	57	2137	69846	100	100	100	525	508	482	NA	1	3	NA	12	26	93	80	69	7	7	2
Limited English Proficient Students	--	193	12747	--	96	97	--	416	432	--	17	12	--	53	52	--	31	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	608	38521	NC	97	98	NC	468	461	NC	7	6	NC	31	38	NC	61	55	NC	2	1
Non-Economically Disadvantaged	62	1899	41851	100	99	100	521	511	489	NA	1	3	2	12	22	92	80	72	6	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	85	2706	79306	100	99	99	528	519	504	1	8	13	14	15	20	55	50	49	29	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1326	38845	100	99	99	517	519	505	NA	7	11	18	16	20	70	52	50	12	25	18
Male	52	1379	40383	100	99	98	535	520	504	2	9	14	12	15	19	46	49	47	40	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	NC	622	32673	NC	100	99	NC	485	487	NC	18	18	NC	30	25	NC	42	46	NC	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	--	35	4034	--	100	97	--	500	479	--	11	22	--	29	29	--	49	43	--	11	7
White	73	1893	36234	100	99	99	527	531	523	1	5	6	14	10	13	58	53	52	27	33	28
Students with Disabilities	23	358	10286	100	95	91	488	477	462	4	32	41	35	23	27	52	37	27	9	9	5
Students without Disabilities	62	2348	69020	100	100	100	542	525	510	NA	4	9	6	14	18	56	52	52	37	29	21
Limited English Proficient Students	--	182	10291	--	99	96	--	450	458	--	45	38	--	38	34	--	16	26	--	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	13	709	37437	100	99	97	515	489	486	NA	16	19	23	28	26	62	45	46	15	11	9
Non-Economically Disadvantaged	72	1997	41869	100	100	100	530	530	521	1	5	7	13	11	14	54	52	51	32	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	85	2702	79000	100	99	98	507	503	489	NA	7	10	11	17	24	78	63	58	12	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1321	38774	100	99	99	507	510	494	NA	5	7	9	15	22	79	64	61	12	16	10
Male	52	1380	40150	100	99	98	507	497	485	NA	9	12	12	18	25	77	62	55	12	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	NC	623	32508	NC	100	99	NC	469	472	NC	17	15	NC	34	33	NC	47	49	NC	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	--	35	4016	--	100	96	--	480	467	--	9	14	--	29	37	--	57	46	--	6	2
White	73	1888	36135	100	99	98	508	515	508	NA	4	4	10	10	14	78	68	67	12	18	15
Students with Disabilities	23	352	9991	100	94	88	488	464	449	NA	25	33	22	29	36	78	41	29	NA	5	2
Students without Disabilities	62	2350	69009	100	100	100	514	509	495	NA	4	6	6	15	22	77	66	62	16	15	10
Limited English Proficient Students	--	182	10199	--	99	95	--	426	439	--	55	35	--	34	47	--	10	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	13	708	37234	100	99	97	498	476	472	NA	14	15	15	32	33	85	49	50	NA	4	3
Non-Economically Disadvantaged	72	1994	41766	100	99	99	509	513	505	NA	4	5	10	11	16	76	67	65	14	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	85	2704	79611	100	99	99	535	516	496	1	4	7	13	24	37	82	70	56	4	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1330	39016	100	100	99	547	529	511	NA	3	4	6	17	29	85	77	66	9	3	1
Male	52	1373	40519	100	99	98	527	505	482	2	6	10	17	31	44	81	62	46	NA	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	NC	620	32855	NC	99	99	NC	488	481	NC	8	10	NC	39	43	NC	52	47	NC	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	--	35	3992	--	100	96	--	502	478	--	3	10	--	31	46	--	66	44	--	NA	0
White	73	1892	36380	100	99	99	536	526	511	1	3	4	12	20	30	82	75	65	4	2	1
Students with Disabilities	23	359	10664	100	96	94	493	463	440	4	18	23	35	45	54	61	35	22	NA	2	1
Students without Disabilities	62	2345	68947	100	100	100	551	524	504	NA	2	4	5	21	34	90	75	61	5	2	1
Limited English Proficient Students	--	181	10362	--	99	97	--	425	438	--	24	22	--	62	57	--	14	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	13	706	37626	100	98	98	526	489	479	NA	8	10	8	38	45	92	53	45	NA	1	0
Non-Economically Disadvantaged	72	1998	41985	100	100	100	537	526	511	1	3	4	14	19	30	81	76	65	4	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	89	2629	79327	99	99	98	546	535	518	4	10	19	15	15	20	52	52	46	29	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1291	38961	100	99	98	546	538	520	6	9	16	17	15	20	45	54	48	32	23	16
Male	36	1337	40295	97	99	97	546	533	516	3	12	21	11	15	19	61	51	44	25	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	14	546	32327	100	99	98	570	503	499	NA	23	27	7	25	25	50	44	41	43	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	--	29	4391	--	100	96	--	512	489	--	17	32	--	17	27	--	55	36	--	10	4
White	69	1879	36373	99	99	98	542	545	538	6	6	10	14	12	14	52	55	52	28	27	25
Students with Disabilities	13	343	9321	100	94	87	485	482	467	23	38	54	46	27	22	31	30	21	NA	5	3
Students without Disabilities	76	2286	70006	99	100	100	556	543	524	1	6	14	9	13	19	55	56	49	34	25	18
Limited English Proficient Students	--	132	9431	--	99	95	--	456	466	--	59	53	--	30	27	--	11	18	--	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	618	37097	NC	98	97	NC	504	498	NC	21	27	NC	24	25	NC	48	41	NC	7	7
Non-Economically Disadvantaged	82	2011	42230	99	99	99	550	545	535	4	7	11	12	12	15	52	53	50	32	27	24

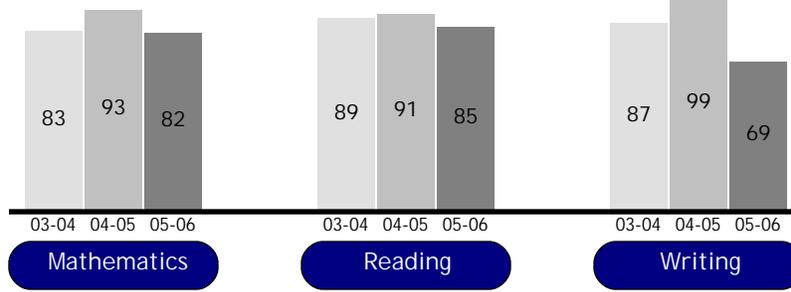
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	2634	79501	99	99	98	519	513	497	2	6	10	15	17	25	73	70	60	10	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1296	39062	100	100	99	519	519	502	4	4	8	13	15	23	72	72	64	11	10	5
Male	36	1337	40368	97	99	98	520	507	491	NA	8	13	17	19	27	75	69	57	8	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	14	545	32389	100	99	98	545	482	478	NA	15	16	NA	34	34	79	48	48	21	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	--	29	4401	--	100	96	--	493	473	--	10	17	--	21	40	--	69	43	--	NA	1
White	69	1885	36446	99	100	99	516	522	516	1	3	4	19	12	15	71	76	73	9	9	7
Students with Disabilities	13	349	9411	100	96	88	470	468	453	15	24	36	46	34	36	38	41	26	NA	1	1
Students without Disabilities	76	2285	70090	99	100	100	528	519	502	NA	3	7	9	14	24	79	75	65	12	8	5
Limited English Proficient Students	--	130	9401	--	97	94	--	433	443	--	52	40	--	41	46	--	8	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	620	37183	NC	99	97	NC	485	479	NC	14	16	NC	29	34	NC	55	49	NC	2	1
Non-Economically Disadvantaged	82	2014	42318	99	100	99	521	521	513	NA	3	5	16	13	17	73	75	70	11	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	90	2642	80000	100	100	99	598	587	564	1	1	3	1	6	11	80	74	75	18	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1295	39288	100	100	99	607	602	579	NA	1	2	NA	3	6	74	71	77	26	26	16
Male	37	1346	40644	100	100	98	584	572	549	3	2	4	3	9	15	89	78	74	5	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	14	549	32672	100	99	99	609	561	548	NA	3	4	NA	10	14	79	81	76	21	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	--	29	4424	--	100	97	--	565	549	--	3	3	--	7	14	--	86	77	--	3	5
White	70	1886	36602	100	100	99	594	594	579	1	1	2	1	5	7	81	73	75	16	22	16
Students with Disabilities	13	357	9919	100	98	93	573	535	505	NA	4	9	8	26	35	92	67	54	NA	2	2
Students without Disabilities	77	2285	70081	100	100	100	602	594	571	1	1	2	NA	3	7	78	75	79	21	21	12
Limited English Proficient Students	--	129	9571	--	96	96	--	489	502	--	14	10	--	30	29	--	56	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	620	37534	NC	99	98	NC	561	547	NC	2	4	NC	11	15	NC	80	76	NC	6	5
Non-Economically Disadvantaged	83	2022	42466	100	100	100	602	594	578	NA	1	2	1	4	7	80	73	75	19	22	16

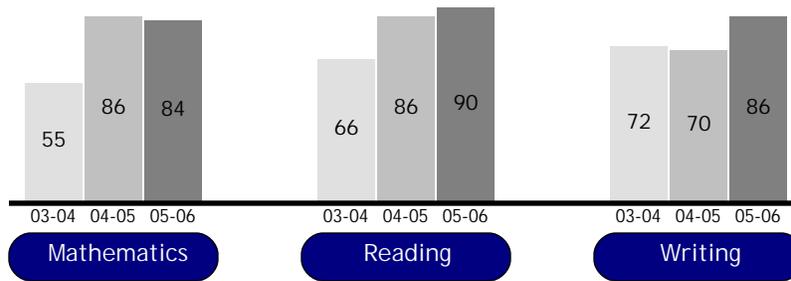
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	68	NA	58	100	63	55	47	100	68	56	46
	Language	100	62	59	50	100	64	55	47	100	76	58	48
	Mathematics	100	75	68	64	100	56	56	50	100	75	58	52
3	Reading	100	71	NA	55	100	64	56	44	100	67	61	46
	Language	99	77	69	61	100	68	55	44	100	63	58	46
	Mathematics	100	74	69	61	100	74	60	51	100	68	63	52
4	Reading	100	74	NA	56	100	59	58	48	100	80	65	52
	Language	100	66	63	52	100	53	57	49	100	72	65	52
	Mathematics	100	79	72	61	100	63	61	53	100	84	70	58
5	Reading	100	65	NA	55	100	59	58	50	100	70	65	56
	Language	100	65	60	49	100	60	59	50	100	70	65	54
	Mathematics	100	74	72	63	100	61	57	49	100	67	63	52
6	Reading	98	65	NA	56	100	58	61	51	100	68	67	56
	Language	100	65	61	48	100	54	57	47	100	65	61	50
	Mathematics	100	72	76	66	100	61	62	52	100	79	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/

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."

Quail Run Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Purpose of Quail Run
- Ü Time of Teaching in Each Subject
- Ü Define Basic Academic Education
- Ü Mission Statement
- Ü Student Dress Code
- Ü Homework Policy

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.50
Other Professional Staff	3.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	0	3	0	0
7 to 9 years	0	9	0	0
10 or more years	0	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
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 Computer Lab with 32 iMac Computers
- Ü Multi Purpose Room
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Boys and Girls Chorus
- Ü Tutoring Club
- Ü Homework Club

Social Services

- Ü Health Services
- Ü Lunch Program
- Ü Breakfast Program
- Ü Before & After School Child Care

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students exceeded state standards in AIMS Testing.

- ü Select choir performed at various functions.

- ü Character Education program incorporated curriculum and a rewards program for students excelling in character education.

- ü Each grade level incorporated an academic field trip to support state academic standards.

Student Activity Rates for School Year 2005-06

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

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

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

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

School Safety

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

The Safety Committee deals with all physical aspects and procedural safety issues within the school. The Crisis Committees deals with social concerns, building evacuations, lock-downs and major emergency activities. These committees meet 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	Gerald Michels	(602) 493-6240
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Gerald Michels	(602) 493-6240
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Emily Ellis	(602) 493-6240
Student Health/Nurse	Diane Tasev	(602) 493-6240

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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