

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3633 E Thunderbird Road, Phoenix, AZ 85032

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	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

### School Overview

Principal/Administrator : Mrs. Ibi Davila Haghighat  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : Pre-K-6  
 Web Address : pvusd.net  
 Phone Number : (602) 493-6140  
 Fax Number : (602) 493-6146  
 E-mail : ihaghighat@pvschools.net

### Mission

The Indian Bend staff's vision is to produce well-rounded students by promoting the social, emotional, and academic growth of individuals through a partnership with parents and community, to ensure that every child reaches his/her potential and masters grade level standard-based curriculum in a nurturing and safe environment. Our mission is to nurture and develop responsible, self-sufficient students who will become productive and contributing citizens.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Use collaborative process, the Arizona State Standards, and the aligned curriculum, Indian Bend has developed a plan that can raise student achievement in reading, mathematics and language arts. Increase writing proficiency with a WFTB program.
- ü Increase academic achievement for all student at Indian Bend by using data to drive instruction in all subject areas. Use flexible reading and math groups to meet the students' individual needs and take them to their maximum potential.
- ü Unite, collaborate with and educate parents toward the value of a great education for the future of our students by informing parents with quarterly newsletters, safety letters and telephone communicatons.
- ü Ensure a positive and productive physical, emotional, and cultural environment by creating awareness for parents, students and staff in understanding the school goal, as it relates to a positive, productive, emotional and cultural environment.

### Enrollment

October 1, 2005 School Year Student Enrollment : 675  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 146

Instructional Programs

- Ü Title I Math & Reading
- Ü Gifted
- Ü Special Education Resource Class/Speech
- Ü Make Your Day Citizenship Program
- Ü Full Day Kindergarten
- Ü Student Mentoring & Tutoring
- Ü Flexible Grouping Math & Reading
- Ü Pre-school

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We have high academic expectations and we have confidence that all students can and will put forth their best effort. Our Citizenship Program's fundamental rule is 'No one has the right to interfere with the learning, safety or rights of others'.

Parents

Our expectation of parents is that they support our programs and help their children to grow both academically and emotionally.

Transportation Policy

Most students at Indian Bend live within walking distance of the school. Kindergarten students receive bus service if they live more than one half mile from campus. Some students receive bus service because they live west of the Squaw Peak Parkway. Transportation for students on transfers is provided by the parent.

School Honors

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

Award/Honor	Year
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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	91	2516	80010	100	99	99	444	464	447	9	7	10	27	13	18	43	51	53	21	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1236	38935	100	100	99	432	462	447	11	7	9	30	13	19	50	54	55	9	27	17
Male	47	1279	40974	100	98	98	456	465	448	6	7	11	26	13	18	36	48	52	32	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	42	556	34545	100	99	99	430	427	432	14	21	14	33	24	24	40	46	53	12	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	NC	14	3979	NC	100	96	NC	435	424	NC	NA	17	NC	50	30	NC	43	47	NC	7	6
White	41	1762	35142	100	99	99	455	475	465	2	3	5	24	9	11	49	52	56	24	36	28
Students with Disabilities	13	347	10161	100	93	93	436	440	419	15	16	28	38	28	28	23	39	36	23	17	8
Students without Disabilities	78	2169	69849	100	100	100	446	467	451	8	5	7	26	11	17	46	53	56	21	31	19
Limited English Proficient Students	16	244	14013	100	97	97	399	395	413	25	41	24	63	36	34	13	23	39	NA	0	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	41	599	39029	100	99	98	426	437	432	17	14	14	34	21	25	41	52	52	7	13	9
Non-Economically Disadvantaged	50	1917	40981	100	99	100	459	472	462	2	5	6	22	10	13	44	50	54	32	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	91	2495	79438	100	98	98	438	466	451	16	7	9	29	15	24	46	60	56	9	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1227	38775	100	99	99	437	471	457	14	6	7	27	14	22	55	60	58	5	20	13
Male	47	1267	40560	100	97	97	439	462	446	19	9	12	30	16	25	38	61	54	13	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	42	550	34297	100	98	98	422	426	434	17	23	14	45	29	31	38	44	50	NA	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	NC	13	3940	NC	100	95	NC	442	429	NC	8	14	NC	31	36	NC	62	47	NC	NA	3
White	41	1748	34887	100	98	98	454	479	471	15	3	4	15	11	15	54	65	63	17	22	18
Students with Disabilities	13	329	9588	100	88	88	404	438	416	54	20	30	15	29	32	23	41	34	8	10	5
Students without Disabilities	78	2166	69850	100	100	100	444	470	456	10	5	7	31	13	23	50	63	59	9	18	12
Limited English Proficient Students	16	239	13856	100	95	96	386	385	407	38	49	27	56	38	43	6	13	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	41	588	38685	100	97	97	417	437	435	29	17	14	29	26	32	37	52	50	5	6	5
Non-Economically Disadvantaged	50	1907	40753	100	99	99	456	475	467	6	5	5	28	12	16	54	63	62	12	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	91	2525	79971	100	99	99	442	446	423	NA	4	8	35	27	41	62	63	49	3	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1240	38974	100	100	99	442	459	437	NA	2	5	36	21	33	61	68	57	2	9	4
Male	47	1284	40895	100	99	98	441	433	410	NA	6	10	34	33	47	62	58	41	4	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	42	556	34481	100	99	99	429	409	410	NA	12	10	45	41	46	52	46	43	2	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	NC	14	3995	NC	100	96	NC	436	409	NC	NA	10	NC	43	47	NC	57	42	NC	NA	1
White	41	1773	35150	100	99	99	454	457	437	NA	2	5	27	23	35	68	69	56	5	7	5
Students with Disabilities	13	361	10258	100	97	94	422	408	377	NA	13	23	62	42	51	31	43	25	8	2	1
Students without Disabilities	78	2164	69713	100	100	100	445	451	429	NA	3	5	31	25	39	67	66	52	3	6	3
Limited English Proficient Students	16	241	13985	100	96	97	400	369	382	NA	22	18	69	59	54	31	19	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	41	602	38994	100	99	98	426	415	409	NA	9	10	51	44	47	49	45	41	NA	2	1
Non-Economically Disadvantaged	50	1923	40977	100	99	100	454	455	437	NA	3	5	22	22	34	72	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	85	2517	80147	100	99	99	498	502	482	6	7	11	15	10	17	52	46	49	27	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1217	39281	100	99	99	499	503	483	4	6	9	13	11	17	56	45	50	27	38	24
Male	37	1297	40780	100	99	98	495	502	482	8	7	12	19	9	17	46	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	36	554	33494	100	98	99	472	470	466	8	16	15	31	20	23	44	45	49	17	19	14
Asian/Pacific Islander	--	79	2103	--	100	99	--	525	515	--	1	4	--	3	8	--	51	44	--	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	44	1761	36122	100	99	99	520	514	501	2	3	5	2	6	10	61	46	50	34	45	35
Students with Disabilities	11	375	10295	100	95	92	456	461	443	9	24	33	36	20	26	55	40	33	NA	16	8
Students without Disabilities	74	2142	69852	100	100	100	504	509	488	5	4	7	12	8	16	51	47	51	31	41	26
Limited English Proficient Students	12	198	12722	100	98	97	428	428	441	25	37	27	50	32	33	25	29	37	NA	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	33	610	38371	100	97	97	466	470	465	15	15	15	24	19	23	48	50	49	12	16	13
Non-Economically Disadvantaged	52	1907	41776	100	100	100	518	513	498	NA	4	6	10	7	11	54	45	49	37	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	85	2496	79686	100	98	98	471	488	470	12	7	11	19	14	24	62	63	57	7	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1211	39163	100	99	99	478	494	475	6	6	9	17	12	22	69	63	60	8	19	10
Male	37	1282	40438	100	97	97	463	483	465	19	9	13	22	16	25	54	63	54	5	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	36	549	33299	100	97	98	446	452	452	19	22	17	36	28	32	44	45	47	NA	5	3
Asian/Pacific Islander	--	79	2097	--	100	99	--	505	490	--	NA	5	--	5	13	--	81	68	--	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	44	1746	35914	100	98	98	493	500	489	5	3	5	7	9	15	75	68	67	14	19	14
Students with Disabilities	11	353	9808	100	89	87	420	451	432	55	25	35	9	27	32	36	42	30	NA	6	3
Students without Disabilities	74	2143	69878	100	100	100	479	494	475	5	4	8	20	12	23	66	67	61	8	17	9
Limited English Proficient Students	12	195	12594	100	97	96	410	408	422	50	51	34	42	36	45	8	12	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	33	601	38095	100	96	97	450	454	452	24	19	17	24	26	32	45	50	48	6	5	3
Non-Economically Disadvantaged	52	1895	41591	100	99	99	485	499	486	4	4	6	15	10	16	73	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	85	2507	80372	100	99	99	488	500	475	2	3	4	15	16	30	81	75	64	1	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1217	39452	100	99	99	498	511	488	NA	2	3	13	11	22	85	79	72	2	9	3
Male	37	1287	40836	100	98	98	476	490	464	5	3	6	19	21	37	76	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	36	551	33608	100	98	99	479	467	462	NA	7	6	28	30	36	72	62	57	NA	1	1
Asian/Pacific Islander	--	79	2098	--	100	99	--	520	500	--	NA	2	--	8	16	--	80	75	--	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	44	1754	36213	100	99	99	494	510	489	5	1	2	5	12	22	89	79	72	2	8	3
Students with Disabilities	11	370	10526	100	94	94	453	455	427	9	9	15	45	43	53	45	46	31	NA	1	1
Students without Disabilities	74	2137	69846	100	100	100	493	508	482	1	1	3	11	12	26	86	80	69	1	7	2
Limited English Proficient Students	12	193	12747	100	96	97	447	416	432	NA	17	12	67	53	52	33	31	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	33	608	38521	100	97	98	465	468	461	3	7	6	33	31	38	64	61	55	NA	2	1
Non-Economically Disadvantaged	52	1899	41851	100	99	100	503	511	489	2	1	3	4	12	22	92	80	72	2	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	106	2706	79306	100	99	99	504	519	504	8	8	13	26	15	20	43	50	49	22	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1326	38845	100	99	99	500	519	505	9	7	11	28	16	20	46	52	50	18	25	18
Male	49	1379	40383	100	99	98	510	520	504	8	9	14	24	15	19	41	49	47	27	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	50	622	32673	100	100	99	494	485	487	10	18	18	36	30	25	36	42	46	18	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	51	1893	36234	100	99	99	515	531	523	8	5	6	16	10	13	51	53	52	25	33	28
Students with Disabilities	NC	358	10286	NC	95	91	NC	477	462	NC	32	41	NC	23	27	NC	37	27	NC	9	5
Students without Disabilities	97	2348	69020	100	100	100	509	525	510	7	4	9	23	14	18	46	52	52	24	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	63	709	37437	100	99	97	499	489	486	13	16	19	29	28	26	35	45	46	24	11	9
Non-Economically Disadvantaged	43	1997	41869	100	100	100	513	530	521	2	5	7	23	11	14	56	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	106	2702	79000	100	99	98	490	503	489	6	7	10	31	17	24	57	63	58	7	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1321	38774	100	99	99	493	510	494	5	5	7	30	15	22	60	64	61	5	16	10
Male	49	1380	40150	100	99	98	487	497	485	6	9	12	33	18	25	53	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	50	623	32508	100	100	98	480	469	472	6	17	15	38	34	33	54	47	49	2	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	51	1888	36135	100	99	98	501	515	508	6	4	4	24	10	14	59	68	67	12	18	15
Students with Disabilities	NC	352	9991	NC	94	88	NC	464	449	NC	25	33	NC	29	36	NC	41	29	NC	5	2
Students without Disabilities	97	2350	69009	100	100	100	496	509	495	2	4	6	30	15	22	61	66	62	7	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	63	708	37234	100	99	97	484	476	472	6	14	15	35	32	33	57	49	50	2	4	3
Non-Economically Disadvantaged	43	1994	41766	100	99	99	500	513	505	5	4	5	26	11	16	56	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	106	2704	79611	100	99	99	510	516	496	4	4	7	32	24	37	64	70	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1330	39016	100	100	99	511	529	511	7	3	4	19	17	29	74	77	66	NA	3	1
Male	49	1373	40519	100	99	98	510	505	482	NA	6	10	47	31	44	53	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	50	620	32855	100	99	99	503	488	481	6	8	10	34	39	43	60	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	51	1892	36380	100	99	99	516	526	511	2	3	4	33	20	30	65	75	65	NA	2	1
Students with Disabilities	NC	359	10664	NC	96	94	NC	463	440	NC	18	23	NC	45	54	NC	35	22	NC	2	1
Students without Disabilities	97	2345	68947	100	100	100	515	524	504	3	2	4	29	21	34	68	75	61	NA	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	63	706	37626	100	98	98	506	489	479	6	8	10	27	38	45	67	53	45	NA	1	0
Non-Economically Disadvantaged	43	1998	41985	100	100	100	517	526	511	NA	3	4	40	19	30	60	76	65	NA	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	101	2629	79327	100	99	98	527	535	518	14	10	19	19	15	20	49	52	46	19	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1291	38961	100	99	98	537	538	520	5	9	16	25	15	20	50	54	48	20	23	16
Male	61	1337	40295	100	99	97	521	533	516	20	12	21	15	15	19	48	51	44	18	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	36	546	32327	100	99	98	497	503	499	31	23	27	17	25	25	50	44	41	3	8	8
Asian/Pacific Islander	--	84	1939	--	99	99	--	558	556	--	4	6	--	10	10	--	55	47	--	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	63	1879	36373	100	99	98	545	545	538	3	6	10	21	12	14	48	55	52	29	27	25
Students with Disabilities	11	343	9321	100	94	87	475	482	467	45	38	54	27	27	22	27	30	21	NA	5	3
Students without Disabilities	90	2286	70006	100	100	100	533	543	524	10	6	14	18	13	19	51	56	49	21	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	59	618	37097	100	98	97	512	504	498	15	21	27	25	24	25	49	48	41	10	7	7
Non-Economically Disadvantaged	42	2011	42230	100	99	99	548	545	535	12	7	11	10	12	15	48	53	50	31	27	24

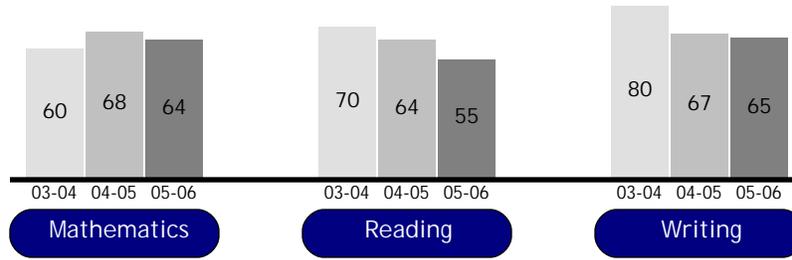
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	2634	79501	100	99	98	492	513	497	7	6	10	30	17	25	62	70	60	1	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1296	39062	100	100	99	502	519	502	NA	4	8	23	15	23	78	72	64	NA	10	5
Male	61	1337	40368	100	99	98	486	507	491	11	8	13	34	19	27	52	69	57	2	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	36	545	32389	100	99	98	471	482	478	17	15	16	39	34	34	44	48	48	NA	3	1
Asian/Pacific Islander	--	84	1936	--	99	99	--	527	519	--	1	3	--	12	14	--	77	73	--	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	63	1885	36446	100	100	99	506	522	516	2	3	4	24	12	15	73	76	73	2	9	7
Students with Disabilities	11	349	9411	100	96	88	449	468	453	36	24	36	45	34	36	18	41	26	NA	1	1
Students without Disabilities	90	2285	70090	100	100	100	498	519	502	3	3	7	28	14	24	68	75	65	1	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	59	620	37183	100	99	97	486	485	479	8	14	16	39	29	34	53	55	49	NA	2	1
Non-Economically Disadvantaged	42	2014	42318	100	100	99	501	521	513	5	3	5	17	13	17	76	75	70	2	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	101	2642	80000	100	100	99	584	587	564	1	1	3	2	6	11	79	74	75	18	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1295	39288	100	100	99	606	602	579	NA	1	2	NA	3	6	73	71	77	28	26	16
Male	61	1346	40644	100	100	98	570	572	549	2	2	4	3	9	15	84	78	74	11	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	36	549	32672	100	99	99	578	561	548	NA	3	4	3	10	14	86	81	76	11	6	6
Asian/Pacific Islander	--	85	1945	--	100	99	--	611	592	--	NA	1	--	1	4	--	66	69	--	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	63	1886	36602	100	100	99	588	594	579	2	1	2	2	5	7	75	73	75	22	22	16
Students with Disabilities	11	357	9919	100	98	93	537	535	505	NA	4	9	18	26	35	82	67	54	NA	2	2
Students without Disabilities	90	2285	70081	100	100	100	590	594	571	1	1	2	NA	3	7	79	75	79	20	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	59	620	37534	100	99	98	585	561	547	NA	2	4	2	11	15	83	80	76	15	6	5
Non-Economically Disadvantaged	42	2022	42466	100	100	100	583	594	578	2	1	2	2	4	7	74	73	75	21	22	16

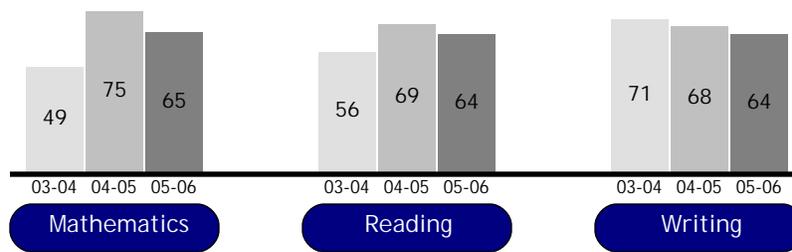
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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	56	NA	58	100	37	55	47	100	35	56	46
	Language	100	44	59	50	100	31	55	47	100	32	58	48
	Mathematics	100	57	68	64	100	39	56	50	100	35	58	52
3	Reading	98	44	NA	55	100	41	56	44	100	37	61	46
	Language	98	53	69	61	100	40	55	44	100	35	58	46
	Mathematics	97	56	69	61	99	47	60	51	100	44	63	52
4	Reading	94	52	NA	56	100	50	58	48	100	52	65	52
	Language	98	47	63	52	100	50	57	49	100	54	65	52
	Mathematics	98	66	72	61	100	55	61	53	100	61	70	58
5	Reading	99	55	NA	55	100	50	58	50	100	56	65	56
	Language	99	47	60	49	100	51	59	50	100	52	65	54
	Mathematics	99	66	72	63	100	52	57	49	100	50	63	52
6	Reading	98	60	NA	56	99	56	61	51	100	56	67	56
	Language	97	55	61	48	99	50	57	47	100	48	61	50
	Mathematics	98	68	76	66	99	57	62	52	100	61	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."

# Indian Bend Elementary School

## 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 Curriculum Development
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü Promotion/Retention Issues

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	47.00
Other Professional Staff	4.00	Teacher Aide	7.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	0	0	0
4 to 6 years	1	8	0	0
7 to 9 years	1	3	0	0
10 or more years	6	15	1	1

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
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	15%

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab
- Ü Math Lab
- Ü Media Center

### Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Strings
- Ü Chorus
- Ü Phoenix Activity City (PAC)
- Ü Extended Day Homework Club
- Ü Jump Start
- Ü Cheerleaders Club

### Social Services

- Ü Counseling & Parenting Programs
- Ü Lunch Program
- Ü Breakfast in the classroom program
- Ü On-site Day Care
- Ü Evening Adult English Classes
- Ü Literacy/Math Academy Nights
- Ü Arizona Quest for Kids
- Ü Teacher Mentors

ü Nominated for Distinguished Title I school for 2003-2004 school year.

Student Activity Rates for School Year 2005-06

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

Evacuation and fire drills are conducted monthly as required plus two lockdown drills per year. All classroom doors are locked and visitors are required to sign in. We have a crisis team. Our students are provided with Bullies & Victims training.

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	Ibi Davila Haghigat	(602) 493-6140
Transportation Policy	Doug Curry	(602) 493-6320
Community Resources	Jane Tate	(602) 867-5110
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Parent Teacher Association	(602) 493-6140
Student Health/Nurse	Beverly Hawley	(602) 493-6143

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.