

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4315 East Cashman Dr., 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mrs. Kristin L. Lee  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : Pre-K-6  
 Web Address : epage.pvUSD.k12.az.us  
 Phone Number : (480) 419-5630  
 Fax Number : (480) 419-5635  
 E-mail : klee@pvschools.net

### Mission

The mission of Desert Trails Elementary School is to provide each student a diverse education in a safe, supportive, and challenging learning environment. We develop life-long learners with self-discipline, motivation, and high achievement through a partnership of staff, parents, and community stakeholders.

### 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 To advance excellence in teaching and learning by increasing the variety, flexibility and quality of educational practices and learning opportunities to meet the needs of all learners and increasing achievement in reading, writing, and math.
- ü To ensure a positive and productive physical and cultural environment through prevention and citizenship programs and promoting cultural awareness.
- ü To effectively enhance communication and apply collaborative processes by utilizing various modes of media, creating professional learning communities, and providing quality educational opportunities beyond the instructional day.

### Enrollment

October 1, 2005 School Year Student Enrollment : 916  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 51

Instructional Programs

- ü Third-Sixth Honors Classes
- ü Technology Laboratory
- ü Band/Strings/Art/Media/PE/General Music
- ü Special Education
- ü Fourth - Sixth Accelerated Reader
- ü Reading Intervention K-6
- ü Write from the Beginning
- ü Differentiated Instruction

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

Our responsibility is to provide students with a safe environment conducive to learning, which enables all students to develop their full potential academically, socially, emotionally and physically.

Parents

Desert Trails encourages parent participation as a partner in school programs and activities. Parent participation includes the following: parent-teacher conferences, educational programs, student functions and classroom assistance.

Transportation Policy

D.T.E. serves the Desert Ridge and the Tatum Highlands communities. Students in the Desert Ridge community living east of Tatum Boulevard and all those students within the Tatum Highlands community are bused to school.

School Honors

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

Award/Honor	Year
ü 2 Who's Who Among America's Teachers	2005
ü Solo and Ensemble Recognition	2002
ü Poetry Recognition	2002
ü District Art Fair Recognition	2004

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	143	2516	80010	100	99	99	485	464	447	1	7	10	8	13	18	50	51	53	41	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	1236	38935	100	100	99	481	462	447	NA	7	9	9	13	19	53	54	55	38	27	17
Male	62	1279	40974	100	98	98	491	465	448	2	7	11	8	13	18	45	48	52	45	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	126	1762	35142	100	99	99	487	475	465	1	3	5	6	9	11	49	52	56	44	36	28
Students with Disabilities	21	347	10161	100	93	93	453	440	419	5	16	28	43	28	28	24	39	36	29	17	8
Students without Disabilities	122	2169	69849	100	100	100	491	467	451	NA	5	7	2	11	17	54	53	56	43	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	139	1917	40981	100	99	100	485	472	462	1	5	6	8	10	13	50	50	54	41	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	141	2495	79438	99	98	98	493	466	451	1	7	9	6	15	24	60	60	56	33	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	1227	38775	98	99	99	499	471	457	1	6	7	4	14	22	58	60	58	37	20	13
Male	62	1267	40560	100	97	97	486	462	446	NA	9	12	10	16	25	63	61	54	27	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	125	1748	34887	99	98	98	496	479	471	1	3	4	5	11	15	61	65	63	34	22	18
Students with Disabilities	19	329	9588	90	88	88	463	438	416	5	20	30	32	29	32	37	41	34	26	10	5
Students without Disabilities	122	2166	69850	100	100	100	498	470	456	NA	5	7	2	13	23	64	63	59	34	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	137	1907	40753	99	99	99	494	475	467	1	5	5	6	12	16	61	63	62	32	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	143	2525	79971	100	99	99	471	446	423	NA	4	8	12	27	41	80	63	49	8	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	1240	38974	100	100	99	477	459	437	NA	2	5	9	21	33	81	68	57	10	9	4
Male	62	1284	40895	100	99	98	464	433	410	NA	6	10	16	33	47	79	58	41	5	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	126	1773	35150	100	99	99	474	457	437	NA	2	5	10	23	35	83	69	56	8	7	5
Students with Disabilities	21	361	10258	100	97	94	452	408	377	NA	13	23	33	42	51	62	43	25	5	2	1
Students without Disabilities	122	2164	69713	100	100	100	474	451	429	NA	3	5	8	25	39	84	66	52	8	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	139	1923	40977	100	99	100	472	455	437	NA	3	5	11	22	34	82	68	56	7	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	144	2517	80147	100	99	99	525	502	482	2	7	11	5	10	17	39	46	49	54	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	1217	39281	100	99	99	527	503	483	NA	6	9	5	11	17	40	45	50	55	38	24
Male	69	1297	40780	100	99	98	522	502	482	4	7	12	4	9	17	38	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	NC	34	4117	NC	97	96	NC	474	456	NC	24	19	NC	6	27	NC	56	46	NC	15	8
White	129	1761	36122	100	99	99	526	514	501	2	3	5	5	6	10	38	46	50	56	45	35
Students with Disabilities	19	375	10295	100	95	92	484	461	443	16	24	33	21	20	26	21	40	33	42	16	8
Students without Disabilities	125	2142	69852	100	100	100	531	509	488	NA	4	7	2	8	16	42	47	51	56	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	141	1907	41776	100	100	100	527	513	498	1	4	6	4	7	11	39	45	49	55	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	144	2496	79686	100	98	98	506	488	470	3	7	11	6	14	24	73	63	57	18	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	1211	39163	100	99	99	511	494	475	3	6	9	4	12	22	76	63	60	17	19	10
Male	69	1282	40438	100	97	97	500	483	465	4	9	13	7	16	25	70	63	54	19	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	129	1746	35914	100	98	98	507	500	489	2	3	5	6	9	15	74	68	67	18	19	14
Students with Disabilities	19	353	9808	100	89	87	467	451	432	26	25	35	21	27	32	32	42	30	21	6	3
Students without Disabilities	125	2143	69878	100	100	100	512	494	475	NA	4	8	3	12	23	79	67	61	18	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	141	1895	41591	100	99	99	507	499	486	2	4	6	6	10	16	74	67	65	18	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	143	2507	80372	99	99	99	526	500	475	NA	3	4	6	16	30	85	75	64	10	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	1217	39452	100	99	99	536	511	488	NA	2	3	NA	11	22	89	79	72	11	9	3
Male	68	1287	40836	99	98	98	515	490	464	NA	3	6	12	21	37	79	72	56	9	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	128	1754	36213	99	99	99	528	510	489	NA	1	2	5	12	22	84	79	72	10	8	3
Students with Disabilities	18	370	10526	95	94	94	493	455	427	NA	9	15	28	43	53	72	46	31	NA	1	1
Students without Disabilities	125	2137	69846	100	100	100	531	508	482	NA	1	3	2	12	26	86	80	69	11	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	140	1899	41851	99	99	100	528	511	489	NA	1	3	5	12	22	85	80	72	10	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	133	2706	79306	100	99	99	532	519	504	4	8	13	10	15	20	51	50	49	35	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1326	38845	100	99	99	526	519	505	7	7	11	12	16	20	48	52	50	33	25	18
Male	75	1379	40383	100	99	98	537	520	504	1	9	14	8	15	19	53	49	47	37	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	10	622	32673	100	100	99	NA	485	487	NA	18	18	NA	30	25	NA	42	46	NA	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	115	1893	36234	100	99	99	537	531	523	3	5	6	7	10	13	51	53	52	38	33	28
Students with Disabilities	15	358	10286	100	95	91	497	477	462	27	32	41	7	23	27	40	37	27	27	9	5
Students without Disabilities	118	2348	69020	100	100	100	537	525	510	1	4	9	10	14	18	53	52	52	36	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	NC	709	37437	NC	99	97	NC	489	486	NC	16	19	NC	28	26	NC	45	46	NC	11	9
Non-Economically Disadvantaged	129	1997	41869	100	100	100	534	530	521	4	5	7	9	11	14	51	52	51	36	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	133	2702	79000	100	99	98	513	503	489	2	7	10	15	17	24	66	63	58	17	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1321	38774	100	99	99	516	510	494	3	5	7	14	15	22	60	64	61	22	16	10
Male	75	1380	40150	100	99	98	511	497	485	NA	9	12	16	18	25	71	62	55	13	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	10	623	32508	100	100	99	NA	469	472	NA	17	15	NA	34	33	NA	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	--	35	4016	--	100	96	--	480	467	--	9	14	--	29	37	--	57	46	--	6	2
White	115	1888	36135	100	99	98	515	515	508	2	4	4	12	10	14	69	68	67	17	18	15
Students with Disabilities	15	352	9991	100	94	88	490	464	449	13	25	33	27	29	36	47	41	29	13	5	2
Students without Disabilities	118	2350	69009	100	100	100	516	509	495	NA	4	6	14	15	22	69	66	62	18	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	NC	708	37234	NC	99	97	NC	476	472	NC	14	15	NC	32	33	NC	49	50	NC	4	3
Non-Economically Disadvantaged	129	1994	41766	100	99	99	514	513	505	2	4	5	15	11	16	66	67	65	18	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	133	2704	79611	100	99	99	528	516	496	2	4	7	17	24	37	80	70	56	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1330	39016	100	100	99	540	529	511	NA	3	4	10	17	29	86	77	66	3	3	1
Male	75	1373	40519	100	99	98	519	505	482	3	6	10	23	31	44	75	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	10	620	32855	100	99	99	NA	488	481	NA	8	10	NA	39	43	NA	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	--	35	3992	--	100	96	--	502	478	--	3	10	--	31	46	--	66	44	--	NA	0
White	115	1892	36380	100	99	99	527	526	511	2	3	4	18	20	30	78	75	65	2	2	1
Students with Disabilities	15	359	10664	100	96	94	511	463	440	7	18	23	27	45	54	67	35	22	NA	2	1
Students without Disabilities	118	2345	68947	100	100	100	531	524	504	1	2	4	16	21	34	81	75	61	2	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	NC	706	37626	NC	98	98	NC	489	479	NC	8	10	NC	38	45	NC	53	45	NC	1	0
Non-Economically Disadvantaged	129	1998	41985	100	100	100	529	526	511	2	3	4	18	19	30	79	76	65	2	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	111	2629	79327	100	99	98	547	535	518	4	10	19	8	15	20	65	52	46	23	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1291	38961	100	99	98	543	538	520	5	9	16	9	15	20	68	54	48	18	23	16
Male	45	1337	40295	100	99	97	553	533	516	2	12	21	7	15	19	60	51	44	31	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	NC	546	32327	NC	99	98	NC	503	499	NC	23	27	NC	25	25	NC	44	41	NC	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	99	1879	36373	100	99	98	548	545	538	3	6	10	7	12	14	67	55	52	23	27	25
Students with Disabilities	NC	343	9321	NC	94	87	NC	482	467	NC	38	54	NC	27	22	NC	30	21	NC	5	3
Students without Disabilities	103	2286	70006	100	100	100	550	543	524	2	6	14	8	13	19	67	56	49	23	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	NC	618	37097	NC	98	97	NC	504	498	NC	21	27	NC	24	25	NC	48	41	NC	7	7
Non-Economically Disadvantaged	106	2011	42230	100	99	99	547	545	535	4	7	11	8	12	15	64	53	50	24	27	24

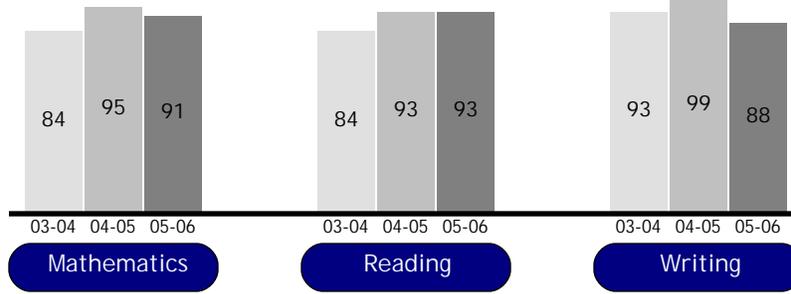
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	2634	79501	100	99	98	529	513	497	1	6	10	5	17	25	86	70	60	7	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1296	39062	100	100	99	532	519	502	2	4	8	6	15	23	83	72	64	9	10	5
Male	45	1337	40368	100	99	98	523	507	491	NA	8	13	4	19	27	91	69	57	4	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	NC	545	32389	NC	99	98	NC	482	478	NC	15	16	NC	34	34	NC	48	48	NC	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	99	1885	36446	100	100	99	529	522	516	NA	3	4	6	12	15	87	76	73	7	9	7
Students with Disabilities	NC	349	9411	NC	96	88	NC	468	453	NC	24	36	NC	34	36	NC	41	26	NC	1	1
Students without Disabilities	103	2285	70090	100	100	100	530	519	502	NA	3	7	5	14	24	89	75	65	6	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	NC	620	37183	NC	99	97	NC	485	479	NC	14	16	NC	29	34	NC	55	49	NC	2	1
Non-Economically Disadvantaged	106	2014	42318	100	100	99	529	521	513	1	3	5	6	13	17	86	75	70	8	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	111	2642	80000	100	100	99	599	587	564	1	1	3	NA	6	11	77	74	75	23	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1295	39288	100	100	99	607	602	579	2	1	2	NA	3	6	68	71	77	30	26	16
Male	45	1346	40644	100	100	98	587	572	549	NA	2	4	NA	9	15	89	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	NC	549	32672	NC	99	99	NC	561	548	NC	3	4	NC	10	14	NC	81	76	NC	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	99	1886	36602	100	100	99	602	594	579	NA	1	2	NA	5	7	77	73	75	23	22	16
Students with Disabilities	NC	357	9919	NC	98	93	NC	535	505	NC	4	9	NC	26	35	NC	67	54	NC	2	2
Students without Disabilities	103	2285	70081	100	100	100	603	594	571	NA	1	2	NA	3	7	76	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	NC	620	37534	NC	99	98	NC	561	547	NC	2	4	NC	11	15	NC	80	76	NC	6	5
Non-Economically Disadvantaged	106	2022	42466	100	100	100	600	594	578	1	1	2	NA	4	7	75	73	75	24	22	16

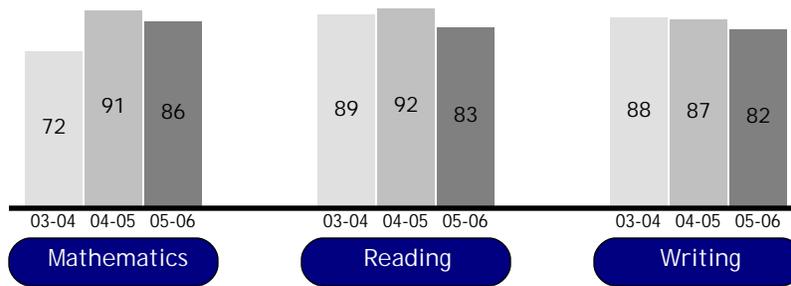
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	76	NA	58	99	64	55	47	98	70	56	46
	Language	99	76	59	50	99	69	55	47	98	78	58	48
	Mathematics	99	83	68	64	99	65	56	50	98	75	58	52
3	Reading	100	70	NA	55	99	67	56	44	99	75	61	46
	Language	100	74	69	61	99	66	55	44	100	72	58	46
	Mathematics	100	73	69	61	99	73	60	51	100	72	63	52
4	Reading	99	82	NA	56	100	62	58	48	100	78	65	52
	Language	98	72	63	52	100	64	57	49	99	78	65	52
	Mathematics	99	81	72	61	100	66	61	53	100	79	70	58
5	Reading	100	79	NA	55	100	67	58	50	100	72	65	56
	Language	100	73	60	49	100	70	59	50	100	75	65	54
	Mathematics	100	79	72	63	100	68	57	49	100	70	63	52
6	Reading	97	71	NA	56	99	71	61	51	100	76	67	56
	Language	98	62	61	48	99	68	57	47	100	73	61	50
	Mathematics	98	76	76	66	99	69	62	52	100	73	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 Oversight of school goals
- Ü Liaison group for District feedback
- Ü School improvement
- Ü Parent-Staff-Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	2.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	2	2	0	0
7 to 9 years	2	9	0	0
10 or more years	3	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	119
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	4%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Lab
- Ü Reading Lab
- Ü Art Masterpiece Classroom

Extracurricular Activities

- Ü Homework Club
- Ü Student Council
- Ü Before/After School Reading Program
- Ü Chorus/Band/Strings
- Ü Tutoring
- Ü Art Masterpiece
- Ü Chess Club
- Ü Gymnastics

Social Services

- Ü Health Services
- Ü Before School Program/Mascot club
- Ü After School Program/ Mascot club
- Ü Breakfast Program
- Ü Olweus Bully Prevention
- Ü Make Your Day Citizenship

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü As a result of daily and long-range planning with a focus on the Arizona Academic Standards, students continue to exceed national, state, and district averages in reading, mathematics, and language.
  
- ü Learning activities that promote physical and active participation were achieved through the use of Kagan Cooperative Learning Strategies. Teacher training continues in the areas of Marzano's Instructional Strategies and Thinking Maps.

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

The Safety Committee and the school Site Council developed a Crisis Plan available in the school office, it has the following components: lock-down, bomb threat and air quality. The Make Your Day Citizenship program is used throughout the school.

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	Kristin Lee	(480) 419-5630
Transportation Policy	Doug Curry	(480) 493-6320
Community Resources	Kristin Lee	(480) 419-5630
School Nutrition Programs	Kathy Glindmeier	(480) 493-6330
Parent Organization	Becky Mc Holland	(480) 419-5630
Student Health/Nurse	Cheryl Trainer	(480) 419-5630

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.