

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9640 North 28th Street, Phoenix, AZ 85028

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

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. Donna Alley
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 Web Address : epage.pvUSD.k12.az.us/mmes/mmesweb/index.html
 Phone Number : (602) 493-6170
 Fax Number : (602) 493-6175
 E-mail : dalley@pvschools.net

Mission

All students will have a vision of themselves as special and unique persons capable of being responsible citizens and life-long learners. Emphasis in the classroom will be on active student participation, critical thinking, cooperative learning, problem solving and emerging technology. Staff and community will be aware of current educational research, and will collaborate to provide relevant and developmentally appropriate learning activities based upon best learning practices.

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 Create and institute a revised school wide discipline plan which ties into Character Counts and student and parent accountability for responsibility, respect, and citizenship.
- ü 1. Implementation of DANA's and Palms, one-to-one computing devices, at grades 2-6. Students will use them for writing projects, to peer edit, assessment, practice spelling and math facts, and as an electronic planner. 2. Webpages for each classroom.
- ü School wide goal for students to master their math facts with the cooperation and partnership with parents. Students will practice at school and home. They will chart their own growth and be assessed regularly. They will write goals in this endeavor.
- ü Improve student achievement as assessed by Terra Nova and AIMS in reading, writing, and math. We will analyze data, reflect upon our teaching and plan research-based improvement strategies based on data collected through ongoing assessments.

Enrollment

October 1, 2005 School Year Student Enrollment : 649
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 173

Instructional Programs

- Self-contained / Departmentalized
- Team teaching / Multiage 1-2
- PE / Art / Music
- Media / Technology
- Honors 3-6 Reading / Math / Non-verbal
- Resource K - 6 / Speech K-6
- English Language Learners K-6
- Band 5-6, / Strings 5-6

Calendar Information

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

Shared Responsibilities

School

We strive to meet the needs of all our students and staff by providing a safe and healthy environment that is conducive to learning, and which will enable all students to develop to their full potential in order to be successful in the 21st century.

Parents

We work in partnership with parents to maximize student achievement. Parent participation is valued and encouraged. The parent's responsibility, 1st and foremost, is to send their children to school ready to learn. All parents are members of our PTG.

Transportation Policy

Bus transportation services are provided for kdg students who reside farther than 1/2 mile from the school and for 1st-6th students who reside 1 mile or farther from the school. Riding the bus is a privilege, not a right. Proper behavior is expected.

School Honors

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

Award/Honor	Year
• Math Olympiad 5th-6th Highest Achievement top 10% nat.	2005
• Top slogan winner - Maricopa Tobacco Prevention Contest	2006
• Excelling Label - AzLearns 2005- 2006	2006
• Project Goal:Grade One at the Library 100% cards/10 yr	2006

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	77	2516	80010	100	99	99	472	464	447	4	7	10	6	13	18	56	51	53	34	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1236	38935	100	100	99	481	462	447	4	7	9	4	13	19	54	54	55	39	27	17
Male	49	1279	40974	100	98	98	466	465	448	4	7	11	8	13	18	57	48	52	31	32	19
African American	--	88	4201	--	100	99	--	447	430	--	11	17	--	17	23	--	60	51	--	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	67	1762	35142	100	99	99	477	475	465	3	3	5	4	9	11	54	52	56	39	36	28
Students with Disabilities	11	347	10161	100	93	93	450	440	419	NA	16	28	18	28	28	73	39	36	9	17	8
Students without Disabilities	66	2169	69849	100	100	100	476	467	451	5	5	7	5	11	17	53	53	56	38	31	19
Limited English Proficient Students	NC	244	14013	NC	97	97	NC	395	413	NC	41	24	NC	36	34	NC	23	39	NC	0	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	13	599	39029	100	99	98	452	437	432	15	14	14	8	21	25	54	52	52	23	13	9
Non-Economically Disadvantaged	64	1917	40981	100	99	100	476	472	462	2	5	6	6	10	13	56	50	54	36	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	77	2495	79438	100	98	98	477	466	451	5	7	9	8	15	24	62	60	56	25	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1227	38775	100	99	99	497	471	457	NA	6	7	11	14	22	50	60	58	39	20	13
Male	49	1267	40560	100	97	97	466	462	446	8	9	12	6	16	25	69	61	54	16	15	9
African American	--	88	4178	--	100	98	--	457	439	--	10	13	--	19	29	--	58	52	--	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	67	1748	34887	100	98	98	483	479	471	4	3	4	6	11	15	61	65	63	28	22	18
Students with Disabilities	11	329	9588	100	88	88	435	438	416	18	20	30	18	29	32	64	41	34	NA	10	5
Students without Disabilities	66	2166	69850	100	100	100	484	470	456	3	5	7	6	13	23	62	63	59	29	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	13	588	38685	100	97	97	436	437	435	23	17	14	8	26	32	69	52	50	NA	6	5
Non-Economically Disadvantaged	64	1907	40753	100	99	99	486	475	467	2	5	5	8	12	16	61	63	62	30	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	77	2525	79971	100	99	99	451	446	423	1	4	8	25	27	41	73	63	49	1	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1240	38974	100	100	99	466	459	437	4	2	5	18	21	33	75	68	57	4	9	4
Male	49	1284	40895	100	99	98	442	433	410	NA	6	10	29	33	47	71	58	41	NA	3	2
African American	--	87	4203	--	99	99	--	426	411	--	5	11	--	40	45	--	53	43	--	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	67	1773	35150	100	99	99	453	457	437	1	2	5	22	23	35	75	69	56	1	7	5
Students with Disabilities	11	361	10258	100	97	94	433	408	377	NA	13	23	45	42	51	55	43	25	NA	2	1
Students without Disabilities	66	2164	69713	100	100	100	454	451	429	2	3	5	21	25	39	76	66	52	2	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	13	602	38994	100	99	98	435	415	409	NA	9	10	46	44	47	54	45	41	NA	2	1
Non-Economically Disadvantaged	64	1923	40977	100	99	100	454	455	437	2	3	5	20	22	34	77	68	56	2	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	76	2517	80147	99	99	99	512	502	482	3	7	11	8	10	17	45	46	49	45	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1217	39281	100	99	99	510	503	483	2	6	9	12	11	17	41	45	50	44	38	24
Male	35	1297	40780	97	99	98	514	502	482	3	7	12	3	9	17	49	47	48	46	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	64	1761	36122	98	99	99	517	514	501	3	3	5	3	6	10	44	46	50	50	45	35
Students with Disabilities	16	375	10295	94	95	92	474	461	443	6	24	33	25	20	26	44	40	33	25	16	8
Students without Disabilities	60	2142	69852	100	100	100	522	509	488	2	4	7	3	8	16	45	47	51	50	41	26
Limited English Proficient Students	NC	198	12722	NC	98	97	NC	428	441	NC	37	27	NC	32	33	NC	29	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	19	610	38371	95	97	97	475	470	465	11	15	15	21	19	23	58	50	49	11	16	13
Non-Economically Disadvantaged	57	1907	41776	100	100	100	524	513	498	NA	4	6	4	7	11	40	45	49	56	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	76	2496	79686	99	98	98	498	488	470	4	7	11	13	14	24	61	63	57	22	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1211	39163	100	99	99	503	494	475	7	6	9	10	12	22	54	63	60	29	19	10
Male	35	1282	40438	97	97	97	493	483	465	NA	9	13	17	16	25	69	63	54	14	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	64	1746	35914	98	98	98	502	500	489	3	3	5	9	9	15	66	68	67	22	19	14
Students with Disabilities	16	353	9808	94	89	87	451	451	432	19	25	35	38	27	32	38	42	30	6	6	3
Students without Disabilities	60	2143	69878	100	100	100	511	494	475	NA	4	8	7	12	23	67	67	61	27	17	9
Limited English Proficient Students	NC	195	12594	NC	97	96	NC	408	422	NC	51	34	NC	36	45	NC	12	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	19	601	38095	95	96	97	460	454	452	11	19	17	32	26	32	47	50	48	11	5	3
Non-Economically Disadvantaged	57	1895	41591	100	99	99	511	499	486	2	4	6	7	10	16	65	67	65	26	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	76	2507	80372	99	99	99	519	500	475	NA	3	4	13	16	30	72	75	64	14	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1217	39452	100	99	99	529	511	488	NA	2	3	10	11	22	73	79	72	17	9	3
Male	35	1287	40836	97	98	98	508	490	464	NA	3	6	17	21	37	71	72	56	11	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	64	1754	36213	98	99	99	521	510	489	NA	1	2	11	12	22	75	79	72	14	8	3
Students with Disabilities	16	370	10526	94	94	94	469	455	427	NA	9	15	44	43	53	56	46	31	NA	1	1
Students without Disabilities	60	2137	69846	100	100	100	533	508	482	NA	1	3	5	12	26	77	80	69	18	7	2
Limited English Proficient Students	NC	193	12747	NC	96	97	NC	416	432	NC	17	12	NC	53	52	NC	31	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	19	608	38521	95	97	98	491	468	461	NA	7	6	32	31	38	58	61	55	11	2	1
Non-Economically Disadvantaged	57	1899	41851	100	99	100	529	511	489	NA	1	3	7	12	22	77	80	72	16	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	108	2706	79306	100	99	99	520	519	504	6	8	13	7	15	20	61	50	49	26	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1326	38845	100	99	99	517	519	505	5	7	11	5	16	20	67	52	50	22	25	18
Male	53	1379	40383	100	99	98	524	520	504	6	9	14	9	15	19	55	49	47	30	28	19
African American	NC	80	4171	NC	99	98	NC	498	485	NC	9	20	NC	30	26	NC	45	44	NC	16	10
Hispanic	16	622	32673	100	100	99	499	485	487	19	18	18	13	30	25	50	42	46	19	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	88	1893	36234	100	99	99	524	531	523	3	5	6	7	10	13	61	53	52	28	33	28
Students with Disabilities	14	358	10286	100	95	91	481	477	462	36	32	41	14	23	27	43	37	27	7	9	5
Students without Disabilities	94	2348	69020	100	100	100	526	525	510	1	4	9	6	14	18	64	52	52	29	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	24	709	37437	100	99	97	488	489	486	17	16	19	17	28	26	63	45	46	4	11	9
Non-Economically Disadvantaged	84	1997	41869	100	100	100	530	530	521	2	5	7	5	11	14	61	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	108	2702	79000	100	99	98	512	503	489	2	7	10	15	17	24	69	63	58	15	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1321	38774	100	99	99	518	510	494	NA	5	7	5	15	22	80	64	61	15	16	10
Male	53	1380	40150	100	99	98	505	497	485	4	9	12	25	18	25	57	62	55	15	12	8
African American	NC	80	4153	NC	99	98	NC	493	476	NC	3	13	NC	29	30	NC	59	53	NC	10	4
Hispanic	16	623	32508	100	100	98	480	469	472	NA	17	15	44	34	33	56	47	49	NA	3	3
Asian/Pacific Islander	NC	75	2142	NC	99	99	NC	514	510	NC	4	4	NC	15	14	NC	63	67	NC	19	16
American Indian/Alaskan Native	NC	35	4016	NC	100	96	NC	480	467	NC	9	14	NC	29	37	NC	57	46	NC	6	2
White	88	1888	36135	100	99	98	518	515	508	2	4	4	9	10	14	70	68	67	18	18	15
Students with Disabilities	14	352	9991	100	94	88	477	464	449	7	25	33	50	29	36	29	41	29	14	5	2
Students without Disabilities	94	2350	69009	100	100	100	517	509	495	1	4	6	10	15	22	74	66	62	15	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	24	708	37234	100	99	97	480	476	472	4	14	15	38	32	33	58	49	50	NA	4	3
Non-Economically Disadvantaged	84	1994	41766	100	99	99	521	513	505	1	4	5	8	11	16	71	67	65	19	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	108	2704	79611	100	99	99	522	516	496	1	4	7	27	24	37	69	70	56	3	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1330	39016	100	100	99	531	529	511	NA	3	4	22	17	29	75	77	66	4	3	1
Male	53	1373	40519	100	99	98	513	505	482	2	6	10	32	31	44	64	62	46	2	1	0
African American	NC	80	4188	NC	99	98	NC	514	486	NC	4	9	NC	24	40	NC	70	50	NC	3	0
Hispanic	16	620	32855	100	99	99	496	488	481	NA	8	10	50	39	43	50	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	88	1892	36380	100	99	99	528	526	511	1	3	4	23	20	30	73	75	65	3	2	1
Students with Disabilities	14	359	10664	100	96	94	475	463	440	7	18	23	64	45	54	29	35	22	NA	2	1
Students without Disabilities	94	2345	68947	100	100	100	529	524	504	NA	2	4	21	21	34	76	75	61	3	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	24	706	37626	100	98	98	498	489	479	4	8	10	38	38	45	58	53	45	NA	1	0
Non-Economically Disadvantaged	84	1998	41985	100	100	100	529	526	511	NA	3	4	24	19	30	73	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	94	2629	79327	100	99	98	532	535	518	10	10	19	11	15	20	63	52	46	17	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1291	38961	100	99	98	533	538	520	8	9	16	11	15	20	62	54	48	19	23	16
Male	41	1337	40295	100	99	97	531	533	516	12	12	21	10	15	19	63	51	44	15	22	16
African American	--	90	4247	--	100	98	--	509	499	--	20	27	--	19	24	--	51	41	--	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	82	1879	36373	100	99	98	535	545	538	7	6	10	9	12	14	67	55	52	17	27	25
Students with Disabilities	15	343	9321	100	94	87	497	482	467	33	38	54	27	27	22	33	30	21	7	5	3
Students without Disabilities	79	2286	70006	100	100	100	538	543	524	5	6	14	8	13	19	68	56	49	19	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	19	618	37097	100	98	97	493	504	498	26	21	27	32	24	25	37	48	41	5	7	7
Non-Economically Disadvantaged	75	2011	42230	100	99	99	542	545	535	5	7	11	5	12	15	69	53	50	20	27	24

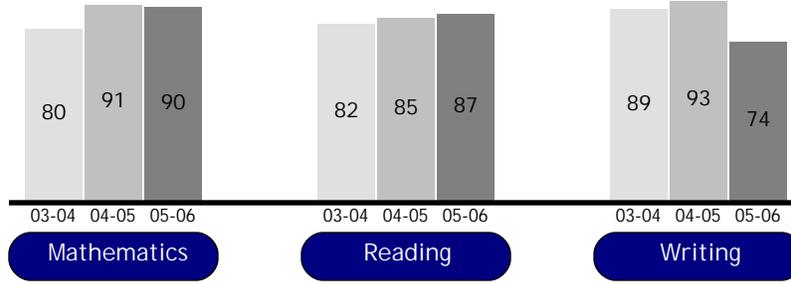
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	2634	79501	100	99	98	523	513	497	4	6	10	11	17	25	71	70	60	14	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1296	39062	100	100	99	526	519	502	2	4	8	11	15	23	72	72	64	15	10	5
Male	41	1337	40368	100	99	98	518	507	491	7	8	13	10	19	27	71	69	57	12	5	3
African American	--	90	4279	--	100	99	--	496	485	--	14	14	--	18	30	--	64	54	--	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	82	1885	36446	100	100	99	526	522	516	4	3	4	9	12	15	74	76	73	13	9	7
Students with Disabilities	15	349	9411	100	96	88	470	468	453	20	24	36	53	34	36	20	41	26	7	1	1
Students without Disabilities	79	2285	70090	100	100	100	533	519	502	1	3	7	3	14	24	81	75	65	15	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	19	620	37183	100	99	97	478	485	479	21	14	16	21	29	34	58	55	49	NA	2	1
Non-Economically Disadvantaged	75	2014	42318	100	100	99	534	521	513	NA	3	5	8	13	17	75	75	70	17	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	94	2642	80000	100	100	99	590	587	564	1	1	3	3	6	11	79	74	75	17	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1295	39288	100	100	99	606	602	579	NA	1	2	4	3	6	72	71	77	25	26	16
Male	41	1346	40644	100	100	98	570	572	549	2	2	4	2	9	15	88	78	74	7	11	7
African American	--	92	4307	--	100	99	--	571	551	--	3	4	--	10	13	--	77	75	--	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	82	1886	36602	100	100	99	591	594	579	1	1	2	2	5	7	80	73	75	16	22	16
Students with Disabilities	15	357	9919	100	98	93	575	535	505	NA	4	9	NA	26	35	80	67	54	20	2	2
Students without Disabilities	79	2285	70081	100	100	100	593	594	571	1	1	2	4	3	7	78	75	79	16	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	19	620	37534	100	99	98	564	561	547	NA	2	4	11	11	15	89	80	76	NA	6	5
Non-Economically Disadvantaged	75	2022	42466	100	100	100	597	594	578	1	1	2	1	4	7	76	73	75	21	22	16

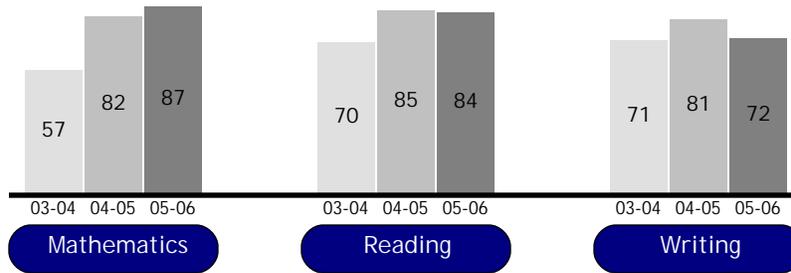
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	71	NA	58	100	63	55	47	100	59	56	46
	Language	99	68	59	50	100	64	55	47	100	65	58	48
	Mathematics	99	74	68	64	100	67	56	50	100	68	58	52
3	Reading	97	61	NA	55	100	59	56	44	100	68	61	46
	Language	97	66	69	61	100	54	55	44	100	67	58	46
	Mathematics	97	63	69	61	100	66	60	51	100	70	63	52
4	Reading	96	82	NA	56	100	60	58	48	100	72	65	52
	Language	96	77	63	52	100	60	57	49	100	68	65	52
	Mathematics	96	83	72	61	100	64	61	53	100	78	70	58
5	Reading	98	77	NA	55	100	65	58	50	100	68	65	56
	Language	98	66	60	49	100	65	59	50	100	68	65	54
	Mathematics	98	74	72	63	100	62	57	49	100	70	63	52
6	Reading	98	75	NA	56	100	62	61	51	100	76	67	56
	Language	98	67	61	48	100	58	57	47	100	65	61	50
	Mathematics	98	80	76	66	100	62	62	52	100	68	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."

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 5 year Action Plan
- Ü Academic Achievement
- Ü Curriculum Development
- Ü Student Safety
- Ü Remedial Opportunities
- Ü Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	2.60	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	0
4 to 6 years	4	1	0	0
7 to 9 years	3	3	0	0
10 or more years	8	17	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	79
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 Media Center / Library
- Ü Computer Lab / Stage
- Ü Gymnasium / Cafeteria
- Ü Outdoor Desert Education Area

Extracurricular Activities

- Ü Student Council/Newspaper Club
- Ü Math Club/ Reading Counts Club
- Ü Mars Student Imaging Project (ASU)
- Ü Outdoor - Desert Dudes / Garden Club
- Ü Keyboarding/Sports Club/Golf
- Ü Chess/Dance/Gymnastics
- Ü Math/Reading/After School Tutoring Clubs
- Ü Art Clubs/Chorus/Mini Musicians

Social Services

- Ü Mascot Before/After School Care
- Ü Breakfast / Lunch
- Ü Health Services
- Ü Social Worker/Groups
- Ü Parenting Classes
- Ü Helping Hands
- Ü Catch a Snowflake (Holiday help)

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 29 of 95 6th grade students earned the President's Award for Educational Excellence. This means they had a 90-100% grade point average for 4th, 5th and 6th grade and scored at or above the 85th percentile in reading or math on a standardized test.
- ü 23 Mercury Mine 5th&6th graders participated in the Mars Student Imaging Project in conjunction with NASA and the Jet Propulsion Laboratory. They were involved in authentic Mars research using data from the Mars Odyssey Thermal Imaging System camera.
- ü Our 6th grade Honors students participated in Math Olympiad and earned High Team Achievement - top 10% nationally for school years 2001, 2003, 2004, 2005.
- ü Teachers in 1st, 2nd, 3rd, 4th, 5th and 6th grade applied for and recieved and implemented DANA's and Palms, one on one computing devices, with the students. The students are able to use them for writing, peer editing, spelling, and math practice.

Student Activity Rates for School Year 2005-06

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

With the PV district, we have developed a Crisis Management Plan. It is tested & revised on an ongoing basis. 2 lockdown drills and monthly fire drills are practiced yearly. A proactive Health/Safety, and Threat Management Team are also established. We have a half time social worker who works with groups of students on social skills, anger management, and divorce. Character Counts and Get Real With Violence are two programs we use which have strong citizenship and anti-bullying components.

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	Donna Alley	(602) 493-6170
Transportation Policy	Doug Curry	(602) 493-6320
Community Resources	Kari Naegele	(602) 493-6170
School Nutrition Programs	Karen Hansen	(602) 493-6176
Parent Organization	Kathy Goshert	(602) 493-6170
Student Health/Nurse	Pat Daley	(602) 493-6173

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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** 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.