

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6724 E Hearn Road, Scottsdale, AZ 85254

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 : Ms. Susan Mattinson
 Schedule : 08:00 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : www.sandpiper.pvusd.az.us
 Phone Number : (480) 367-5800
 Fax Number : (480) 367-5805
 E-mail : smattinson@pvusd.k12.az.us

Mission

Sandpiper Elementary provides a superior standard based education through innovative teaching practices that promote academic excellence, strong character, and outstanding citizenship, ensuring life long learning and future success for all its students.

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 maintain our student centered educational climate for continued academic, social, and emotional growth for all students.
- ü Successful implementation of the Five Componentes of a Balanced Math Program. Math Review, Conceptual Understanding, Problem Solving, Mastery of Math Facts, Big Idea Performance Task.
- ü Successful implementation of the Columbia University Reading and Writing Project.
- ü To continue to improve AIMS DPA and Grade 2 Terra Nova Test scores.

Enrollment

October 1, 2005 School Year Student Enrollment : 445
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 102

Instructional Programs

- ü Accelerated Reader
- ü Grades 3-6 Honors
- ü Cooperative Learning
- ü Enriched Early Literacy Programs
- ü Columbia Writing Project
- ü Writer's Workshop
- ü MARE Ocean Studies

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The Sandpiper faculty and staff are committed to providing students with a safe learning environment; setting high academic expectations; promoting good home-school communication; and creating a menu of opportunities for parent and student involvement.

Parents

Parent involvement is encouraged through: conferences and activities; monitoring and support of student learning; support of school and district goals, policies and procedures; PTO activities and family learning; and ongoing communication.

Transportation Policy

Transportation policy allows bus service to Kindergartners who live more than one-half mile from the school, and for 1st-6th graders, more than one mile from school. Special education students are accommodated according to their IEP.

School Honors

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

Award/Honor	Year
ü Arizona A+ School of Excellence	2003
ü Arizona Environment Ed. Grant Award	2001
ü Student Art/Literature Winners (Numerous)	2005
ü 1st Place School of Excellence: Kennedy Center for Arts	2001

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	2516	80010	100	99	99	488	464	447	2	7	10	3	13	18	47	51	53	48	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	1236	38935	100	100	99	489	462	447	4	7	9	NA	13	19	48	54	55	48	27	17
Male	35	1279	40974	100	98	98	487	465	448	NA	7	11	6	13	18	46	48	52	49	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	46	1762	35142	100	99	99	491	475	465	NA	3	5	4	9	11	46	52	56	50	36	28
Students with Disabilities	11	347	10161	100	93	93	482	440	419	NA	16	28	18	28	28	36	39	36	45	17	8
Students without Disabilities	49	2169	69849	100	100	100	489	467	451	2	5	7	NA	11	17	49	53	56	49	31	19
Limited English Proficient Students	--	244	14013	--	97	97	--	395	413	--	41	24	--	36	34	--	23	39	--	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	54	1917	40981	100	99	100	488	472	462	2	5	6	4	10	13	46	50	54	48	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	58	2495	79438	97	98	98	487	466	451	2	7	9	2	15	24	74	60	56	22	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	1227	38775	100	99	99	489	471	457	4	6	7	4	14	22	64	60	58	28	20	13
Male	33	1267	40560	94	97	97	486	462	446	NA	9	12	NA	16	25	82	61	54	18	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	44	1748	34887	96	98	98	487	479	471	NA	3	4	2	11	15	82	65	63	16	22	18
Students with Disabilities	NC	329	9588	NC	88	88	NC	438	416	NC	20	30	NC	29	32	NC	41	34	NC	10	5
Students without Disabilities	49	2166	69850	100	100	100	486	470	456	2	5	7	2	13	23	73	63	59	22	18	12
Limited English Proficient Students	--	239	13856	--	95	96	--	385	407	--	49	27	--	38	43	--	13	29	--	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	52	1907	40753	96	99	99	490	475	467	2	5	5	NA	12	16	73	63	62	25	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	60	2525	79971	100	99	99	465	446	423	2	4	8	17	27	41	72	63	49	10	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	1240	38974	100	100	99	484	459	437	NA	2	5	8	21	33	72	68	57	20	9	4
Male	35	1284	40895	100	99	98	451	433	410	3	6	10	23	33	47	71	58	41	3	3	2
African American	NC	87	4203	NC	99	99	NC	426	411	NC	5	11	NC	40	45	NC	53	43	NC	2	2
Hispanic	NC	556	34481	NC	99	99	NC	409	410	NC	12	10	NC	41	46	NC	46	43	NC	1	1
Asian/Pacific Islander	NC	94	2067	NC	98	99	NC	466	449	NC	NA	4	NC	21	28	NC	66	60	NC	13	8
American Indian/Alaskan Native	--	14	3995	--	100	96	--	436	409	--	NA	10	--	43	47	--	57	42	--	NA	1
White	46	1773	35150	100	99	99	471	457	437	NA	2	5	15	23	35	74	69	56	11	7	5
Students with Disabilities	11	361	10258	100	97	94	459	408	377	NA	13	23	18	42	51	82	43	25	NA	2	1
Students without Disabilities	49	2164	69713	100	100	100	466	451	429	2	3	5	16	25	39	69	66	52	12	6	3
Limited English Proficient Students	--	241	13985	--	96	97	--	369	382	--	22	18	--	59	54	--	19	27	--	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	54	1923	40977	100	99	100	466	455	437	2	3	5	15	22	34	74	68	56	9	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	66	2517	80147	100	99	99	512	502	482	2	7	11	5	10	17	53	46	49	41	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1217	39281	100	99	99	505	503	483	4	6	9	7	11	17	54	45	50	36	38	24
Male	38	1297	40780	100	99	98	517	502	482	NA	7	12	3	9	17	53	47	48	45	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	54	1761	36122	100	99	99	515	514	501	2	3	5	2	6	10	54	46	50	43	45	35
Students with Disabilities	NC	375	10295	NC	95	92	NC	461	443	NC	24	33	NC	20	26	NC	40	33	NC	16	8
Students without Disabilities	59	2142	69852	100	100	100	513	509	488	2	4	7	5	8	16	49	47	51	44	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	61	1907	41776	100	100	100	512	513	498	2	4	6	5	7	11	51	45	49	43	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	65	2496	79686	98	98	98	506	488	470	NA	7	11	11	14	24	69	63	57	20	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1211	39163	100	99	99	509	494	475	NA	6	9	14	12	22	54	63	60	32	19	10
Male	37	1282	40438	97	97	97	504	483	465	NA	9	13	8	16	25	81	63	54	11	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	53	1746	35914	98	98	98	509	500	489	NA	3	5	11	9	15	66	68	67	23	19	14
Students with Disabilities	NC	353	9808	NC	89	87	NC	451	432	NC	25	35	NC	27	32	NC	42	30	NC	6	3
Students without Disabilities	59	2143	69878	100	100	100	505	494	475	NA	4	8	12	12	23	69	67	61	19	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	60	1895	41591	98	99	99	509	499	486	NA	4	6	10	10	16	68	67	65	22	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	66	2507	80372	100	99	99	526	500	475	NA	3	4	5	16	30	80	75	64	15	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1217	39452	100	99	99	535	511	488	NA	2	3	4	11	22	75	79	72	21	9	3
Male	38	1287	40836	100	98	98	519	490	464	NA	3	6	5	21	37	84	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	54	1754	36213	100	99	99	526	510	489	NA	1	2	6	12	22	80	79	72	15	8	3
Students with Disabilities	NC	370	10526	NC	94	94	NC	455	427	NC	9	15	NC	43	53	NC	46	31	NC	1	1
Students without Disabilities	59	2137	69846	100	100	100	527	508	482	NA	1	3	3	12	26	80	80	69	17	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	61	1899	41851	100	99	100	526	511	489	NA	1	3	5	12	22	79	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	67	2706	79306	100	99	99	541	519	504	1	8	13	7	15	20	55	50	49	36	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1326	38845	98	99	99	532	519	505	NA	7	11	10	16	20	63	52	50	28	25	18
Male	27	1379	40383	100	99	98	556	520	504	4	9	14	4	15	19	44	49	47	48	28	19
African American	NC	80	4171	NC	99	98	NC	498	485	NC	9	20	NC	30	26	NC	45	44	NC	16	10
Hispanic	NC	622	32673	NC	100	99	NC	485	487	NC	18	18	NC	30	25	NC	42	46	NC	10	10
Asian/Pacific Islander	NC	75	2147	NC	99	99	NC	538	539	NC	1	5	NC	11	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	35	4034	NC	100	97	NC	500	479	NC	11	22	NC	29	29	NC	49	43	NC	11	7
White	55	1893	36234	100	99	99	543	531	523	2	5	6	5	10	13	56	53	52	36	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	63	2348	69020	98	100	100	544	525	510	NA	4	9	8	14	18	54	52	52	38	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	11	709	37437	100	99	97	525	489	486	NA	16	19	9	28	26	73	45	46	18	11	9
Non-Economically Disadvantaged	56	1997	41869	100	100	100	545	530	521	2	5	7	7	11	14	52	52	51	39	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	67	2702	79000	100	99	98	521	503	489	1	7	10	9	17	24	70	63	58	19	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1321	38774	98	99	99	520	510	494	NA	5	7	10	15	22	73	64	61	18	16	10
Male	27	1380	40150	100	99	98	522	497	485	4	9	12	7	18	25	67	62	55	22	12	8
African American	NC	80	4153	NC	99	98	NC	493	476	NC	3	13	NC	29	30	NC	59	53	NC	10	4
Hispanic	NC	623	32508	NC	100	99	NC	469	472	NC	17	15	NC	34	33	NC	47	49	NC	3	3
Asian/Pacific Islander	NC	75	2142	NC	99	99	NC	514	510	NC	4	4	NC	15	14	NC	63	67	NC	19	16
American Indian/Alaskan Native	NC	35	4016	NC	100	96	NC	480	467	NC	9	14	NC	29	37	NC	57	46	NC	6	2
White	55	1888	36135	100	99	98	521	515	508	2	4	4	11	10	14	67	68	67	20	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	63	2350	69009	98	100	100	523	509	495	NA	4	6	6	15	22	73	66	62	21	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	11	708	37234	100	99	97	515	476	472	NA	14	15	9	32	33	64	49	50	27	4	3
Non-Economically Disadvantaged	56	1994	41766	100	99	99	522	513	505	2	4	5	9	11	16	71	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	67	2704	79611	100	99	99	543	516	496	1	4	7	7	24	37	90	70	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1330	39016	98	100	99	546	529	511	NA	3	4	5	17	29	93	77	66	3	3	1
Male	27	1373	40519	100	99	98	540	505	482	4	6	10	11	31	44	85	62	46	NA	1	0
African American	NC	80	4188	NC	99	98	NC	514	486	NC	4	9	NC	24	40	NC	70	50	NC	3	0
Hispanic	NC	620	32855	NC	99	99	NC	488	481	NC	8	10	NC	39	43	NC	52	47	NC	1	0
Asian/Pacific Islander	NC	76	2149	NC	100	100	NC	529	519	NC	4	4	NC	16	24	NC	75	70	NC	5	2
American Indian/Alaskan Native	NC	35	3992	NC	100	96	NC	502	478	NC	3	10	NC	31	46	NC	66	44	NC	NA	0
White	55	1892	36380	100	99	99	544	526	511	2	3	4	9	20	30	87	75	65	2	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	63	2345	68947	98	100	100	546	524	504	NA	2	4	5	21	34	94	75	61	2	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	11	706	37626	100	98	98	551	489	479	NA	8	10	NA	38	45	91	53	45	9	1	0
Non-Economically Disadvantaged	56	1998	41985	100	100	100	542	526	511	2	3	4	9	19	30	89	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	66	2629	79327	100	99	98	552	535	518	NA	10	19	18	15	20	55	52	46	27	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	1291	38961	100	99	98	543	538	520	NA	9	16	26	15	20	58	54	48	16	23	16
Male	35	1337	40295	100	99	97	559	533	516	NA	12	21	11	15	19	51	51	44	37	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	56	1879	36373	100	99	98	558	545	538	NA	6	10	14	12	14	54	55	52	32	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	59	2286	70006	100	100	100	558	543	524	NA	6	14	15	13	19	54	56	49	31	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	57	2011	42230	100	99	99	554	545	535	NA	7	11	16	12	15	56	53	50	28	27	24

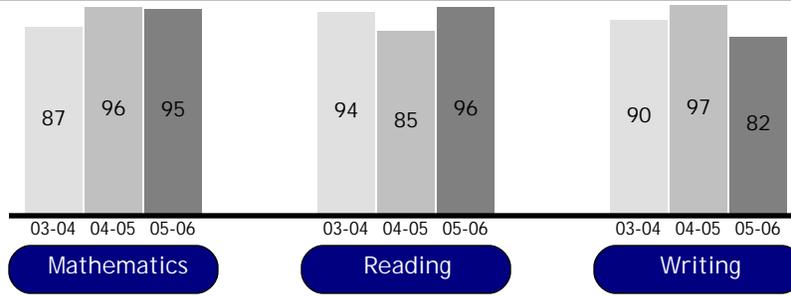
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	2634	79501	100	99	98	530	513	497	2	6	10	5	17	25	89	70	60	5	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	1296	39062	100	100	99	531	519	502	NA	4	8	6	15	23	87	72	64	6	10	5
Male	35	1337	40368	100	99	98	529	507	491	3	8	13	3	19	27	91	69	57	3	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	56	1885	36446	100	100	99	531	522	516	2	3	4	4	12	15	89	76	73	5	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	59	2285	70090	100	100	100	535	519	502	NA	3	7	2	14	24	93	75	65	5	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	57	2014	42318	100	100	99	530	521	513	2	3	5	5	13	17	88	75	70	5	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	65	2642	80000	98	100	99	610	587	564	2	1	3	NA	6	11	68	74	75	31	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	1295	39288	97	100	99	622	602	579	NA	1	2	NA	3	6	63	71	77	37	26	16
Male	35	1346	40644	100	100	98	601	572	549	3	2	4	NA	9	15	71	78	74	26	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	55	1886	36602	98	100	99	609	594	579	2	1	2	NA	5	7	69	73	75	29	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	58	2285	70081	98	100	100	619	594	571	NA	1	2	NA	3	7	66	75	79	34	21	12
Limited English Proficient Students	--	129	9571	--	96	96	--	489	502	--	14	10	--	30	29	--	56	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	620	37534	NC	99	98	NC	561	547	NC	2	4	NC	11	15	NC	80	76	NC	6	5
Non-Economically Disadvantaged	56	2022	42466	98	100	100	611	594	578	2	1	2	NA	4	7	64	73	75	34	22	16

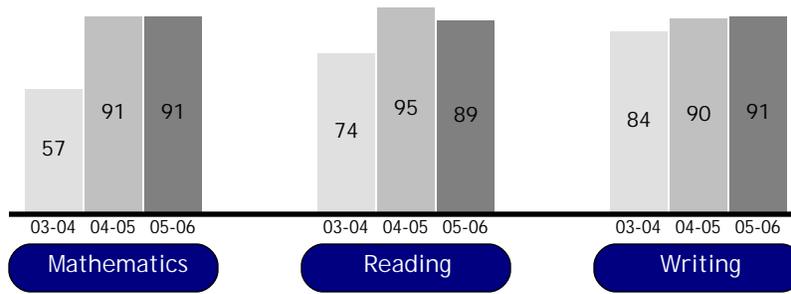
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	75	NA	58	97	69	55	47	100	68	56	46
	Language	100	69	59	50	97	66	55	47	100	68	58	48
	Mathematics	100	76	68	64	97	70	56	50	100	72	58	52
3	Reading	100	81	NA	55	97	64	56	44	98	73	61	46
	Language	100	81	69	61	97	65	55	44	100	73	58	46
	Mathematics	100	78	69	61	97	67	60	51	100	80	63	52
4	Reading	100	79	NA	56	98	71	58	48	98	78	65	52
	Language	100	69	63	52	98	69	57	49	100	75	65	52
	Mathematics	100	76	72	61	98	77	61	53	100	79	70	58
5	Reading	100	73	NA	55	100	64	58	50	99	76	65	56
	Language	100	63	60	49	100	67	59	50	99	79	65	54
	Mathematics	100	75	72	63	100	65	57	49	99	73	63	52
6	Reading	100	83	NA	56	96	64	61	51	100	78	67	56
	Language	100	78	61	48	96	57	57	47	100	72	61	50
	Mathematics	100	88	76	66	96	70	62	52	100	78	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 School Improvement
- Ü Evaluation of School Goals
- Ü Safety and Well-Being
- Ü Parent/Educator Relations
- Ü Community Relations
- Ü Liason Council for District

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	29.50
Other Professional Staff	2.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	0	2	0	0
10 or more years	4	13	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
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 Math/Science Lab
- Ü Teacher/Parent Literacy Library
- Ü 2 Computer Labs
- Ü Art Lab

Extracurricular Activities

- Ü Sandpiper Fitness Club
- Ü Performing Arts: Chorus, Band, Orchestra
- Ü Chess Club
- Ü Art Club
- Ü Soar to Success Reading
- Ü Spybotics Engineering
- Ü Homework Club
- Ü Sciansations

Social Services

- Ü Before/After School Child Care
- Ü Full-time Nurse/Health Services
- Ü Counseling Services
- Ü Community Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Sandpiper has won several grants, including a prestigious State of Arizona environmental grant, to provide a school wide thematic unit of study of the ocean's ecosystems, called MARE Ocean Study.

- ü Sandpiper has a network of staff/community involvement, including an active PTO and school council.

- ü In 2003 Sandpiper received the esteemed A+ school Award. This is Sandpiper's second time to capture this sought after A+ award.

- ü Sandpiper Elementary is a highly performing school where students' academic performances surpasses the majority of students throughout the state of Arizona.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

The Make Your Day Count Program teaches responsibility, communication and conflict resolution skills. Communication, positive reinforcement, and fair consequences, are all important elements. A Safety Plan is backed by extensive district resources.

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	Susan Mattinson	(480) 367-5800
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Hariann Pfeifer	(480) 367-5800
School Nutrition Programs	Chris Horonenko	(480) 367-5807
Parent Organization	Suzanne Block	(480) 367-5800
Student Health/Nurse	Joyce King	(480) 367-5803

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.