

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

16428 North 21st Street, Phoenix, AZ 85022

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	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. William Greer
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 Web Address : www.pvschools.net
 Phone Number : (602) 493-6040
 Fax Number : (602) 493-6045
 E-mail : wgreer@pvschools.net

Mission

Aire Libre is a student-centered school. Our goal is to challenge, nurture, and inspire all students to reach their highest academic potential and to become life-long learners. Through collaboration among school, family, and community we will commit ourselves to the success of each student academically, socially, and emotionally. By modeling outstanding character and self-discipline we will encourage students to become respectful and responsible citizens in a global society.

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 Integrate writing instruction throughout the curriculum.
- ü Establish a strong collaborative culture among parents, teachers and students. Support school-based council.
- ü Develop an ongoing school action plan aligned with the district's long range plan.
- ü Emphasis on acquisition of essential state standards in the areas of Reading, Writing, and Mathematics. Frequent monitoring of student progress.

Enrollment

October 1, 2005 School Year Student Enrollment : 531
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 8

Instructional Programs

- Ü Gifted Program
- Ü On-site Special Education
- Ü Individual & Developmentally Appropriate
- Ü ELL Classes
- Ü Title 1 Assisted School
- Ü Inclusion Classes
- Ü Project READ and NCLB Summer Sessions
- Ü Accelerated Reader Program

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

We believe it takes three to educate a child: the parent, the student and the teacher. Aire Libre will continue to provide the best education possible for our students by involving everyone in the process.

Parents

Parents are responsible for providing a learning climate at home. Students should be read to 15-20 minutes a day. There should be a place for students to do their homework. Homework time should be consistent. Parents should be visible at school.

Transportation Policy

Aire Libre boundaries are: North--Bell Road, south--Acoma, east--Cave Creek, west--7th Street. We bus kindergarten students more than one-half mile from school and other students over one mile from school.

School Honors

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

Award/Honor	Year
Ü Katrina Dollar Drive	2004
Ü Tsunami Walk-a-thon	2003
Ü Abused Women and Children's Shelter	2002
Ü Horses Help	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	98	99	99	446	464	447	8	7	10	20	13	18	57	51	53	15	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	1236	38935	100	100	99	460	462	447	6	7	9	NA	13	19	78	54	55	17	27	17
Male	42	1279	40974	98	98	98	441	465	448	10	7	11	29	13	18	48	48	52	14	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	27	556	34545	100	99	99	433	427	432	15	21	14	19	24	24	67	46	53	NA	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	28	1762	35142	97	99	99	460	475	465	4	3	5	18	9	11	50	52	56	29	36	28
Students with Disabilities	13	347	10161	100	93	93	419	440	419	15	16	28	54	28	28	23	39	36	8	17	8
Students without Disabilities	47	2169	69849	98	100	100	454	467	451	6	5	7	11	11	17	66	53	56	17	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	28	599	39029	97	99	98	427	437	432	14	14	14	25	21	25	61	52	52	NA	13	9
Non-Economically Disadvantaged	32	1917	40981	100	99	100	463	472	462	3	5	6	16	10	13	53	50	54	28	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	60	2495	79438	98	98	98	447	466	451	15	7	9	15	15	24	60	60	56	10	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	1227	38775	100	99	99	464	471	457	6	6	7	11	14	22	72	60	58	11	20	13
Male	42	1267	40560	98	97	97	440	462	446	19	9	12	17	16	25	55	61	54	10	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	27	550	34297	100	98	98	433	426	434	22	23	14	19	29	31	52	44	50	7	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	28	1748	34887	97	98	98	462	479	471	11	3	4	11	11	15	64	65	63	14	22	18
Students with Disabilities	13	329	9588	100	88	88	395	438	416	62	20	30	15	29	32	23	41	34	NA	10	5
Students without Disabilities	47	2166	69850	98	100	100	462	470	456	2	5	7	15	13	23	70	63	59	13	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	28	588	38685	97	97	97	423	437	435	25	17	14	21	26	32	54	52	50	NA	6	5
Non-Economically Disadvantaged	32	1907	40753	100	99	99	468	475	467	6	5	5	9	12	16	66	63	62	19	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	98	99	99	414	446	423	10	4	8	43	27	41	47	63	49	NA	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	1240	38974	100	100	99	449	459	437	6	2	5	22	21	33	72	68	57	NA	9	4
Male	42	1284	40895	98	99	98	400	433	410	12	6	10	52	33	47	36	58	41	NA	3	2
African American	NC	87	4203	NC	99	99	NC	426	411	NC	5	11	NC	40	45	NC	53	43	NC	2	2
Hispanic	27	556	34481	100	99	99	397	409	410	15	12	10	48	41	46	37	46	43	NA	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	28	1773	35150	97	99	99	430	457	437	7	2	5	36	23	35	57	69	56	NA	7	5
Students with Disabilities	13	361	10258	100	97	94	371	408	377	31	13	23	54	42	51	15	43	25	NA	2	1
Students without Disabilities	47	2164	69713	98	100	100	426	451	429	4	3	5	40	25	39	55	66	52	NA	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	28	602	38994	97	99	98	383	415	409	18	9	10	54	44	47	29	45	41	NA	2	1
Non-Economically Disadvantaged	32	1923	40977	100	99	100	442	455	437	3	3	5	34	22	34	63	68	56	NA	7	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	2517	80147	100	99	99	481	502	482	12	7	11	13	10	17	49	46	49	26	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1217	39281	100	99	99	490	503	483	6	6	9	15	11	17	44	45	50	35	38	24
Male	34	1297	40780	100	99	98	473	502	482	18	7	12	12	9	17	53	47	48	18	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	30	554	33494	100	98	99	456	470	466	23	16	15	27	20	23	33	45	49	17	19	14
Asian/Pacific Islander	--	79	2103	--	100	99	--	525	515	--	1	4	--	3	8	--	51	44	--	46	45
American Indian/Alaskan Native	--	34	4117	--	97	96	--	474	456	--	24	19	--	6	27	--	56	46	--	15	8
White	36	1761	36122	100	99	99	502	514	501	3	3	5	3	6	10	58	46	50	36	45	35
Students with Disabilities	12	375	10295	100	95	92	436	461	443	42	24	33	17	20	26	33	40	33	8	16	8
Students without Disabilities	56	2142	69852	100	100	100	491	509	488	5	4	7	13	8	16	52	47	51	30	41	26
Limited English Proficient Students	12	198	12722	100	98	97	413	428	441	42	37	27	42	32	33	17	29	37	NA	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	31	610	38371	100	97	97	462	470	465	23	15	15	23	19	23	35	50	49	19	16	13
Non-Economically Disadvantaged	37	1907	41776	100	100	100	497	513	498	3	4	6	5	7	11	59	45	49	32	44	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	2496	79686	100	98	98	469	488	470	13	7	11	13	14	24	66	63	57	7	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1211	39163	100	99	99	485	494	475	3	6	9	15	12	22	68	63	60	15	19	10
Male	34	1282	40438	100	97	97	453	483	465	24	9	13	12	16	25	65	63	54	NA	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	30	549	33299	100	97	98	450	452	452	23	22	17	23	28	32	47	45	47	7	5	3
Asian/Pacific Islander	--	79	2097	--	100	99	--	505	490	--	NA	5	--	5	13	--	81	68	--	14	14
American Indian/Alaskan Native	--	34	4087	--	97	96	--	467	446	--	12	16	--	29	38	--	53	44	--	6	2
White	36	1746	35914	100	98	98	483	500	489	6	3	5	6	9	15	81	68	67	8	19	14
Students with Disabilities	12	353	9808	100	89	87	422	451	432	50	25	35	8	27	32	42	42	30	NA	6	3
Students without Disabilities	56	2143	69878	100	100	100	479	494	475	5	4	8	14	12	23	71	67	61	9	17	9
Limited English Proficient Students	12	195	12594	100	97	96	401	408	422	50	51	34	42	36	45	8	12	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	31	601	38095	100	96	97	445	454	452	29	19	17	19	26	32	48	50	48	3	5	3
Non-Economically Disadvantaged	37	1895	41591	100	99	99	489	499	486	NA	4	6	8	10	16	81	67	65	11	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	2507	80372	100	99	99	488	500	475	3	3	4	19	16	30	76	75	64	1	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1217	39452	100	99	99	506	511	488	NA	2	3	12	11	22	88	79	72	NA	9	3
Male	34	1287	40836	100	98	98	469	490	464	6	3	6	26	21	37	65	72	56	3	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	30	551	33608	100	98	99	469	467	462	3	7	6	33	30	36	63	62	57	NA	1	1
Asian/Pacific Islander	--	79	2098	--	100	99	--	520	500	--	NA	2	--	8	16	--	80	75	--	13	7
American Indian/Alaskan Native	--	34	4128	--	97	97	--	494	464	--	3	4	--	21	39	--	74	56	--	3	1
White	36	1754	36213	100	99	99	503	510	489	3	1	2	8	12	22	86	79	72	3	8	3
Students with Disabilities	12	370	10526	100	94	94	442	455	427	17	9	15	33	43	53	50	46	31	NA	1	1
Students without Disabilities	56	2137	69846	100	100	100	498	508	482	NA	1	3	16	12	26	82	80	69	2	7	2
Limited English Proficient Students	12	193	12747	100	96	97	428	416	432	8	17	12	58	53	52	33	31	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	31	608	38521	100	97	98	466	468	461	6	7	6	32	31	38	61	61	55	NA	2	1
Non-Economically Disadvantaged	37	1899	41851	100	99	100	506	511	489	NA	1	3	8	12	22	89	80	72	3	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	83	2706	79306	100	99	99	501	519	504	16	8	13	16	15	20	52	50	49	17	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1326	38845	100	99	99	502	519	505	10	7	11	21	16	20	51	52	50	18	25	18
Male	44	1379	40383	100	99	98	500	520	504	20	9	14	11	15	19	52	49	47	16	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	24	622	32673	100	100	99	476	485	487	25	18	18	21	30	25	54	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	NC	35	4034	NC	100	97	NC	500	479	NC	11	22	NC	29	29	NC	49	43	NC	11	7
White	54	1893	36234	100	99	99	511	531	523	13	5	6	13	10	13	48	53	52	26	33	28
Students with Disabilities	12	358	10286	100	95	91	433	477	462	75	32	41	17	23	27	8	37	27	NA	9	5
Students without Disabilities	71	2348	69020	100	100	100	512	525	510	6	4	9	15	14	18	59	52	52	20	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	44	709	37437	100	99	97	481	489	486	25	16	19	25	28	26	41	45	46	9	11	9
Non-Economically Disadvantaged	39	1997	41869	100	100	100	523	530	521	5	5	7	5	11	14	64	52	51	26	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	83	2702	79000	100	99	98	487	503	489	6	7	10	27	17	24	59	63	58	8	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1321	38774	100	99	99	497	510	494	5	5	7	21	15	22	64	64	61	10	16	10
Male	44	1380	40150	100	99	98	479	497	485	7	9	12	32	18	25	55	62	55	7	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	24	623	32508	100	100	98	469	469	472	8	17	15	46	34	33	38	47	49	8	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	54	1888	36135	100	99	98	496	515	508	6	4	4	19	10	14	67	68	67	9	18	15
Students with Disabilities	12	352	9991	100	94	88	434	464	449	33	25	33	58	29	36	8	41	29	NA	5	2
Students without Disabilities	71	2350	69009	100	100	100	496	509	495	1	4	6	21	15	22	68	66	62	10	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	44	708	37234	100	99	97	470	476	472	11	14	15	41	32	33	43	49	50	5	4	3
Non-Economically Disadvantaged	39	1994	41766	100	99	99	507	513	505	NA	4	5	10	11	16	77	67	65	13	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	82	2704	79611	99	99	99	492	516	496	9	4	7	26	24	37	66	70	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1330	39016	100	100	99	515	529	511	5	3	4	15	17	29	79	77	66	NA	3	1
Male	43	1373	40519	98	99	98	472	505	482	12	6	10	35	31	44	53	62	46	NA	1	0
African American	NC	80	4188	NC	99	98	NC	514	486	NC	4	9	NC	24	40	NC	70	50	NC	3	0
Hispanic	23	620	32855	96	99	99	496	488	481	4	8	10	35	39	43	61	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	54	1892	36380	100	99	99	487	526	511	11	3	4	24	20	30	65	75	65	NA	2	1
Students with Disabilities	12	359	10664	100	96	94	362	463	440	50	18	23	42	45	54	8	35	22	NA	2	1
Students without Disabilities	70	2345	68947	99	100	100	515	524	504	1	2	4	23	21	34	76	75	61	NA	2	1
Limited English Proficient Students	NC	181	10362	NC	99	97	NC	425	438	NC	24	22	NC	62	57	NC	14	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	43	706	37626	98	98	98	479	489	479	12	8	10	33	38	45	56	53	45	NA	1	0
Non-Economically Disadvantaged	39	1998	41985	100	100	100	508	526	511	5	3	4	18	19	30	77	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	86	2629	79327	100	99	98	513	535	518	15	10	19	28	15	20	41	52	46	16	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1291	38961	100	99	98	515	538	520	15	9	16	28	15	20	41	54	48	15	23	16
Male	40	1337	40295	100	99	97	512	533	516	15	12	21	28	15	19	40	51	44	18	22	16
African American	NC	90	4247	NC	100	98	NC	509	499	NC	20	27	NC	19	24	NC	51	41	NC	10	8
Hispanic	27	546	32327	100	99	98	485	503	499	30	23	27	48	25	25	19	44	41	4	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	52	1879	36373	100	99	98	532	545	538	6	6	10	19	12	14	50	55	52	25	27	25
Students with Disabilities	12	343	9321	100	94	87	454	482	467	50	38	54	33	27	22	17	30	21	NA	5	3
Students without Disabilities	74	2286	70006	100	100	100	522	543	524	9	6	14	27	13	19	45	56	49	19	25	18
Limited English Proficient Students	13	132	9431	100	99	95	460	456	466	54	59	53	38	30	27	8	11	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	38	618	37097	100	98	97	494	504	498	26	21	27	34	24	25	29	48	41	11	7	7
Non-Economically Disadvantaged	48	2011	42230	100	99	99	529	545	535	6	7	11	23	12	15	50	53	50	21	27	24

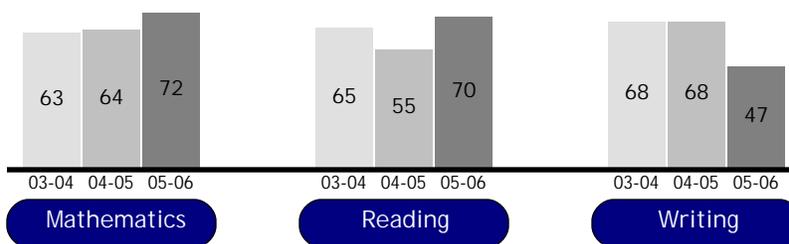
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	2634	79501	100	99	98	495	513	497	9	6	10	27	17	25	63	70	60	1	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1296	39062	100	100	99	501	519	502	7	4	8	28	15	23	63	72	64	2	10	5
Male	40	1337	40368	100	99	98	489	507	491	13	8	13	25	19	27	63	69	57	NA	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	27	545	32389	100	99	98	469	482	478	22	15	16	44	34	34	33	48	48	NA	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	52	1885	36446	100	100	99	511	522	516	2	3	4	19	12	15	77	76	73	2	9	7
Students with Disabilities	12	349	9411	100	96	88	462	468	453	33	24	36	25	34	36	42	41	26	NA	1	1
Students without Disabilities	74	2285	70090	100	100	100	500	519	502	5	3	7	27	14	24	66	75	65	1	8	5
Limited English Proficient Students	13	130	9401	100	97	94	447	433	443	31	52	40	54	41	46	15	8	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	38	620	37183	100	99	97	478	485	479	18	14	16	39	29	34	39	55	49	3	2	1
Non-Economically Disadvantaged	48	2014	42318	100	100	99	510	521	513	2	3	5	17	13	17	81	75	70	NA	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	86	2642	80000	100	100	99	572	587	564	1	1	3	6	6	11	85	74	75	8	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1295	39288	100	100	99	587	602	579	NA	1	2	NA	3	6	89	71	77	11	26	16
Male	40	1346	40644	100	100	98	554	572	549	3	2	4	13	9	15	80	78	74	5	11	7
African American	NC	92	4307	NC	100	99	NC	571	551	NC	3	4	NC	10	13	NC	77	75	NC	10	7
Hispanic	27	549	32672	100	99	99	540	561	548	4	3	4	11	10	14	85	81	76	NA	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	52	1886	36602	100	100	99	587	594	579	NA	1	2	4	5	7	83	73	75	13	22	16
Students with Disabilities	12	357	9919	100	98	93	532	535	505	NA	4	9	8	26	35	92	67	54	NA	2	2
Students without Disabilities	74	2285	70081	100	100	100	578	594	571	1	1	2	5	3	7	84	75	79	9	21	12
Limited English Proficient Students	13	129	9571	100	96	96	520	489	502	8	14	10	23	30	29	69	56	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	38	620	37534	100	99	98	553	561	547	3	2	4	13	11	15	82	80	76	3	6	5
Non-Economically Disadvantaged	48	2022	42466	100	100	100	587	594	578	NA	1	2	NA	4	7	88	73	75	13	22	16

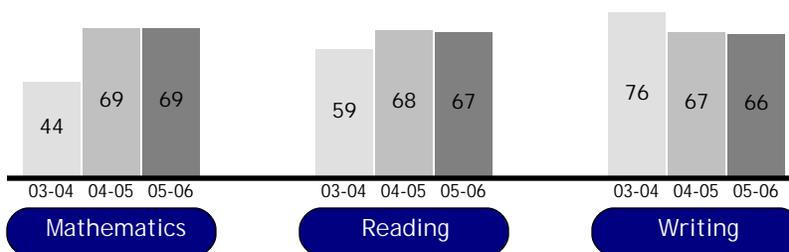
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	91	48	NA	58	100	46	55	47	100	43	56	46
	Language	100	41	59	50	100	42	55	47	100	39	58	48
	Mathematics	100	59	68	64	100	47	56	50	100	39	58	52
3	Reading	100	43	NA	55	100	46	56	44	98	44	61	46
	Language	100	52	69	61	100	39	55	44	98	37	58	46
	Mathematics	100	45	69	61	100	48	60	51	98	44	63	52
4	Reading	96	54	NA	56	98	48	58	48	100	50	65	52
	Language	98	49	63	52	98	51	57	49	100	50	65	52
	Mathematics	98	62	72	61	98	50	61	53	100	58	70	58
5	Reading	100	58	NA	55	99	50	58	50	100	56	65	56
	Language	100	53	60	49	99	53	59	50	100	54	65	54
	Mathematics	100	70	72	63	99	49	57	49	100	48	63	52
6	Reading	100	59	NA	56	99	58	61	51	99	54	67	56
	Language	100	55	61	48	99	53	57	47	99	52	61	50
	Mathematics	100	63	76	66	99	59	62	52	99	52	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 Goals
- Ü Long Range Plan
- Ü Student Discipline
- Ü Scholarship Recipient Selection
- Ü After School Clubs
- Ü Family Nights at School

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	5.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	3	3	0	0
7 to 9 years	1	3	0	0
10 or more years	5	14	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Mobile Computer Lab
- Ü Music Room
- Ü Reading/Math Lab

Extracurricular Activities

- Ü Reading Club
- Ü Math Club
- Ü Homework Club
- Ü Drama Club
- Ü Student Council

Social Services

- Ü Clothing and Food Drives
- Ü Extended-day Programs
- Ü Full-day Kindergarten
- Ü Parent Literacy Classes
- Ü Adopted Grandparents Program
- Ü Crisis Intervention Team
- Ü C.U.T.S. Attendance Program
- Ü Mascot Before-After School Daycare

School Achievements/Accomplishments 2005-06

ü Paradise Valley Masonic Lodge No. 61 Essay winners. Four students recognized.

ü Character Counts award recipients.

ü District Visual Art Show- students recognized.

ü PTSA Reflections award recipients.

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	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

Our school rules are very simple: Respect yourself. Respect others. Allow the teacher to teach. Do what is expected. We stress what our responsibilities are. The teacher is there to teach and the student is there to learn. If we each do our job, we will have success.

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	Sherry Zeeb	(602) 493-6040
Transportation Policy	Doug Curry	(602) 493-6320
Community Resources	Sandy Cichon	(602) 493-6043
School Nutrition Programs	Hiam Arkawi	(602) 493-6047
Parent Organization	Pam Hart	(602) 493-6041
Student Health/Nurse	Sandy Cichon	(602) 493-6043

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.

Footnotes

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 25 Copies = \$10.00

** 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.