



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

48827 N. Black Canyon Highway, Phoenix, AZ 85087

Deer 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 : Mrs. Tricia Graham
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-6
 Web Address : newriver.dvUSD.org
 Phone Number : (623) 376-3500
 Fax Number : (623) 376-3580
 E-mail : tricia.graham@nr.dvUSD.org

Mission

With the belief that all children are capable of success, the New River staff commits to foster each child's full academic potential; build each child's self-esteem; and empower each child to become a responsible, respectful, contributing citizen.

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 Students will demonstrate increased achievement in our focus goal area of mathematics.
- ü Students will demonstrate an increase in their ability to make pro-social behavior decisions.
- ü Students will demonstrate increased achievement in Reading.
- ü Students will demonstrate increased achievement in Written Expression.

Enrollment

October 1, 2005 School Year Student Enrollment : 308
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 11

Instructional Programs

- Remedial Reading
- Gifted
- Technology Instruction
- Character Counts!
- Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The New River staff is dedicated to providing quality instruction designed to meet the needs of all learners in a safe environment. The link between school and home is strengthened through varied methods of communication and a welcoming atmosphere.

Parents

Parents are expected to ensure that students attend school and are on time, dressed appropriately, nourished, rested, and ready to learn. Parents are encouraged to take an active role in student learning.

Transportation Policy

Bus rules and regulations follow district standards requiring students to demonstrate safe and responsible behavior at all times.

School Honors

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

Award/Honor	Year
• DVUSD Nurse of the Year	2006
• At Contest Honors	2006
• Nationally Recognized Kids At Hope School	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	37	2658	80010	97	99	99	449	460	447	3	5	10	14	11	18	70	61	53	14	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	1252	38935	100	99	99	442	458	447	6	4	9	6	12	19	88	63	55	NA	21	17
Male	20	1406	40974	95	99	98	456	462	448	NA	5	11	20	11	18	55	59	52	25	25	19
African American	NC	84	4201	NC	99	99	NC	439	430	NC	11	17	NC	21	23	NC	60	51	NC	8	9
Hispanic	NC	406	34545	NC	97	99	NC	441	432	NC	11	14	NC	19	24	NC	57	53	NC	14	9
Asian/Pacific Islander	--	97	2068	--	100	99	--	473	474	--	2	4	--	8	10	--	55	50	--	35	36
American Indian/Alaskan Native	--	18	3979	--	90	96	--	434	424	--	11	17	--	17	30	--	67	47	--	6	6
White	33	2053	35142	100	99	99	452	465	465	3	4	5	9	10	11	73	62	56	15	25	28
Students with Disabilities	NC	327	10161	NC	92	93	NC	430	419	NC	21	28	NC	23	28	NC	46	36	NC	10	8
Students without Disabilities	35	2331	69849	97	100	100	451	464	451	3	3	7	11	10	17	71	63	56	14	25	19
Limited English Proficient Students	NC	134	14013	NC	92	97	NC	409	413	NC	25	24	NC	37	34	NC	39	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	261	39029	NC	95	98	NC	441	432	NC	11	14	NC	20	25	NC	54	52	NC	15	9
Non-Economically Disadvantaged	33	2397	40981	100	99	100	452	462	462	NA	4	6	12	10	13	76	61	54	12	24	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	37	2643	79438	97	98	98	462	470	451	3	4	9	14	14	24	81	65	56	3	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	1248	38775	100	99	99	463	475	457	6	3	7	6	12	22	88	66	58	NA	19	13
Male	20	1395	40560	95	98	97	461	465	446	NA	5	12	20	16	25	75	65	54	5	14	9
African American	NC	83	4178	NC	98	98	NC	454	439	NC	6	13	NC	18	29	NC	66	52	NC	10	6
Hispanic	NC	402	34297	NC	96	99	NC	449	434	NC	10	14	NC	23	31	NC	54	50	NC	12	5
Asian/Pacific Islander	--	98	2063	--	100	99	--	483	475	--	1	3	--	11	15	--	63	63	--	24	20
American Indian/Alaskan Native	--	18	3940	--	90	95	--	445	429	--	NA	14	--	39	36	--	61	47	--	NA	3
White	33	2042	34887	100	99	98	465	474	471	3	3	4	9	12	15	85	68	63	3	17	18
Students with Disabilities	NC	311	9588	NC	88	88	NC	437	416	NC	14	30	NC	32	32	NC	47	34	NC	7	5
Students without Disabilities	35	2332	69850	97	100	100	466	474	456	3	2	7	9	12	23	86	68	59	3	18	12
Limited English Proficient Students	NC	134	13856	NC	92	96	NC	402	407	NC	27	27	NC	47	43	NC	26	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	261	38685	NC	95	97	NC	445	435	NC	11	14	NC	25	32	NC	55	50	NC	10	5
Non-Economically Disadvantaged	33	2382	40753	100	99	99	466	472	467	NA	3	5	15	13	16	82	66	62	3	17	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	37	2647	79971	97	98	99	409	437	423	8	4	8	54	34	41	38	59	49	NA	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	1251	38974	100	99	99	411	451	437	18	3	5	29	25	33	53	67	57	NA	5	4
Male	20	1396	40895	95	98	98	408	425	410	NA	5	10	75	42	47	25	51	41	NA	2	2
African American	NC	84	4203	NC	99	99	NC	426	411	NC	5	11	NC	42	45	NC	52	43	NC	1	2
Hispanic	NC	403	34481	NC	96	99	NC	422	410	NC	7	10	NC	39	46	NC	52	43	NC	2	1
Asian/Pacific Islander	--	98	2067	--	100	99	--	449	449	--	3	4	--	31	28	--	56	60	--	10	8
American Indian/Alaskan Native	--	19	3995	--	95	96	--	416	409	--	11	10	--	37	47	--	53	42	--	NA	1
White	33	2043	35150	100	99	99	409	440	437	9	3	5	52	33	35	39	60	56	NA	4	5
Students with Disabilities	NC	328	10258	NC	92	94	NC	398	377	NC	14	23	NC	53	51	NC	31	25	NC	2	1
Students without Disabilities	35	2319	69713	97	99	100	409	442	429	9	3	5	51	31	39	40	63	52	NA	4	3
Limited English Proficient Students	NC	132	13985	NC	91	97	NC	383	382	NC	16	18	NC	57	54	NC	27	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	258	38994	NC	93	98	NC	414	409	NC	11	10	NC	38	47	NC	50	41	NC	2	1
Non-Economically Disadvantaged	33	2389	40977	100	99	100	417	440	437	3	3	5	58	33	34	39	60	56	NA	4	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	50	2846	80147	96	98	99	466	499	482	10	5	11	24	11	17	56	50	49	10	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	1403	39281	92	99	99	462	497	483	9	5	9	30	11	17	57	53	50	4	31	24
Male	27	1443	40780	100	98	98	469	501	482	11	6	12	19	11	17	56	47	48	15	36	24
African American	NC	84	4249	NC	99	99	NC	486	464	NC	8	17	NC	15	22	NC	50	48	NC	26	13
Hispanic	NC	405	33494	NC	96	99	NC	474	466	NC	11	15	NC	20	23	NC	54	49	NC	16	14
Asian/Pacific Islander	--	116	2103	--	98	99	--	520	515	--	1	4	--	3	8	--	50	44	--	46	45
American Indian/Alaskan Native	--	25	4117	--	96	96	--	474	456	--	16	19	--	24	27	--	36	46	--	24	8
White	43	2215	36122	98	98	99	468	503	501	9	4	5	21	9	10	58	50	50	12	36	35
Students with Disabilities	NC	362	10295	NC	89	92	NC	458	443	NC	22	33	NC	29	26	NC	34	33	NC	15	8
Students without Disabilities	42	2484	69852	100	100	100	473	505	488	2	3	7	26	8	16	60	53	51	12	36	26
Limited English Proficient Students	NC	107	12722	NC	94	97	NC	438	441	NC	30	27	NC	30	33	NC	38	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	291	38371	NC	95	97	NC	479	465	NC	11	15	NC	18	23	NC	51	49	NC	21	13
Non-Economically Disadvantaged	46	2555	41776	98	99	100	468	501	498	7	5	6	26	10	11	57	50	49	11	35	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	49	2836	79686	94	98	98	479	488	470	4	5	11	22	15	24	57	67	57	16	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	1404	39163	88	99	99	485	491	475	NA	4	9	27	14	22	50	68	60	23	15	10
Male	27	1432	40438	100	97	97	474	485	465	7	6	13	19	16	25	63	67	54	11	11	7
African American	NC	82	4228	NC	96	98	NC	479	458	NC	5	15	NC	16	28	NC	74	53	NC	5	4
Hispanic	NC	405	33299	NC	96	99	NC	467	452	NC	9	17	NC	26	32	NC	59	47	NC	6	3
Asian/Pacific Islander	--	115	2097	--	97	98	--	498	490	--	3	5	--	10	13	--	69	68	--	19	14
American Indian/Alaskan Native	--	24	4087	--	92	96	--	461	446	--	13	16	--	33	38	--	50	44	--	4	2
White	42	2209	35914	95	98	98	483	492	489	2	4	5	19	13	15	62	69	67	17	15	14
Students with Disabilities	NC	350	9808	NC	86	87	NC	449	432	NC	22	35	NC	31	32	NC	41	30	NC	6	3
Students without Disabilities	42	2486	69878	100	100	100	484	493	475	2	2	8	19	13	23	60	71	61	19	14	9
Limited English Proficient Students	NC	106	12594	NC	93	96	NC	421	422	NC	31	34	NC	46	45	NC	23	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	289	38095	NC	94	97	NC	468	452	NC	9	17	NC	24	32	NC	62	48	NC	6	3
Non-Economically Disadvantaged	45	2547	41591	96	98	99	481	490	486	2	4	6	22	14	16	60	68	65	16	14	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	49	2871	80372	94	99	99	475	490	475	4	2	4	33	20	30	61	75	64	2	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	1417	39452	88	100	99	504	501	488	NA	1	3	18	13	22	77	81	72	5	4	3
Male	27	1454	40836	100	99	98	451	479	464	7	3	6	44	26	37	48	70	56	NA	2	1
African American	NC	86	4264	NC	100	99	NC	489	465	NC	1	5	NC	19	35	NC	80	59	NC	NA	1
Hispanic	NC	408	33608	NC	97	99	NC	477	462	NC	4	6	NC	25	36	NC	70	57	NC	1	1
Asian/Pacific Islander	--	116	2098	--	98	99	--	509	500	--	NA	2	--	13	16	--	78	75	--	9	7
American Indian/Alaskan Native	--	25	4128	--	96	97	--	462	464	--	4	4	--	32	39	--	64	56	--	NA	1
White	42	2235	36213	95	99	99	478	491	489	2	2	2	36	19	22	60	76	72	2	3	3
Students with Disabilities	NC	385	10526	NC	94	94	NC	446	427	NC	9	15	NC	46	53	NC	43	31	NC	1	1
Students without Disabilities	42	2486	69846	100	100	100	486	496	482	2	1	3	29	16	26	67	80	69	2	3	2
Limited English Proficient Students	NC	108	12747	NC	95	97	NC	434	432	NC	13	12	NC	48	52	NC	39	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	295	38521	NC	96	98	NC	477	461	NC	3	6	NC	27	38	NC	68	55	NC	1	1
Non-Economically Disadvantaged	45	2576	41851	96	99	100	478	491	489	2	2	3	36	19	22	60	76	72	2	3	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	50	2780	79306	96	98	99	502	517	504	4	7	13	16	13	20	70	58	49	10	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	1359	38845	96	98	99	503	516	505	NA	5	11	23	14	20	65	62	50	12	19	18
Male	24	1416	40383	96	98	98	500	518	504	8	8	14	8	13	19	75	55	47	8	25	19
African American	NC	109	4171	NC	98	98	NC	505	485	NC	8	20	NC	22	26	NC	54	44	NC	16	10
Hispanic	NC	398	32673	NC	98	99	NC	498	487	NC	11	18	NC	23	25	NC	51	46	NC	15	10
Asian/Pacific Islander	--	102	2147	--	100	99	--	537	539	--	1	5	--	12	10	--	56	46	--	31	40
American Indian/Alaskan Native	--	15	4034	--	100	97	--	488	479	--	13	22	--	20	29	--	60	43	--	7	7
White	44	2153	36234	98	98	99	502	521	523	5	6	6	18	11	13	66	60	52	11	23	28
Students with Disabilities	NC	350	10286	NC	91	91	NC	472	462	NC	29	41	NC	30	27	NC	36	27	NC	5	5
Students without Disabilities	42	2430	69020	100	100	100	506	523	510	2	3	9	14	11	18	71	61	52	12	24	21
Limited English Proficient Students	--	92	10291	--	92	96	--	462	458	--	34	38	--	41	34	--	20	26	--	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	263	37437	NC	95	97	NC	499	486	NC	13	19	NC	21	26	NC	51	46	NC	15	9
Non-Economically Disadvantaged	45	2517	41869	98	99	100	502	519	521	4	6	7	16	13	14	71	59	51	9	23	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	46	2775	79000	88	98	98	503	505	489	2	5	10	7	15	24	85	68	58	7	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	1360	38774	93	98	99	513	510	494	NA	4	7	NA	12	22	92	70	61	8	14	10
Male	21	1411	40150	84	98	98	492	500	485	5	6	12	14	17	25	76	65	55	5	11	8
African American	NC	111	4153	NC	100	98	NC	493	476	NC	5	13	NC	23	30	NC	68	53	NC	4	4
Hispanic	NC	398	32508	NC	98	98	NC	483	472	NC	12	15	NC	25	33	NC	56	49	NC	6	3
Asian/Pacific Islander	--	101	2142	--	100	99	--	511	510	--	NA	4	--	14	14	--	72	67	--	14	16
American Indian/Alaskan Native	--	15	4016	--	100	96	--	478	467	--	13	14	--	40	37	--	40	46	--	7	2
White	40	2148	36135	89	98	98	503	509	508	3	4	4	5	12	14	85	70	67	8	14	15
Students with Disabilities	NC	347	9991	NC	90	88	NC	460	449	NC	21	33	NC	40	36	NC	35	29	NC	4	2
Students without Disabilities	42	2428	69009	100	100	100	504	511	495	NA	2	6	7	11	22	88	72	62	5	14	10
Limited English Proficient Students	--	91	10199	--	91	95	--	439	439	--	38	35	--	45	47	--	14	18	--	2	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	260	37234	NC	94	97	NC	488	472	NC	9	15	NC	28	33	NC	55	50	NC	8	3
Non-Economically Disadvantaged	43	2515	41766	93	99	99	504	507	505	2	4	5	5	13	16	86	69	65	7	13	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	45	2787	79611	87	99	99	516	515	496	NA	3	7	24	26	37	76	70	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	1367	39016	93	99	99	524	528	511	NA	2	4	16	17	29	84	80	66	NA	1	1
Male	20	1415	40519	80	98	98	505	503	482	NA	4	10	35	36	44	65	60	46	NA	0	0
African American	NC	111	4188	NC	100	98	NC	508	486	NC	6	9	NC	23	40	NC	71	50	NC	NA	0
Hispanic	NC	402	32855	NC	99	99	NC	498	481	NC	6	10	NC	35	43	NC	58	47	NC	1	0
Asian/Pacific Islander	--	103	2149	--	100	100	--	519	519	--	4	4	--	24	24	--	71	70	--	1	2
American Indian/Alaskan Native	--	15	3992	--	100	96	--	507	478	--	7	10	--	40	46	--	53	44	--	NA	0
White	39	2153	36380	87	98	99	513	518	511	NA	2	4	26	25	30	74	72	65	NA	1	1
Students with Disabilities	NC	360	10664	NC	94	94	NC	468	440	NC	11	23	NC	56	54	NC	32	22	NC	1	1
Students without Disabilities	42	2427	68947	100	99	100	517	521	504	NA	2	4	21	22	34	79	76	61	NA	1	1
Limited English Proficient Students	--	96	10362	--	96	97	--	453	438	--	18	22	--	59	57	--	23	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	265	37626	NC	96	98	NC	493	479	NC	8	10	NC	32	45	NC	60	45	NC	NA	0
Non-Economically Disadvantaged	42	2522	41985	91	99	100	515	517	511	NA	2	4	24	26	30	76	71	65	NA	1	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	40	2934	79327	93	99	98	522	537	518	8	9	19	15	13	20	70	56	46	8	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	1475	38961	95	99	98	511	540	520	10	8	16	20	13	20	70	56	48	NA	24	16
Male	20	1456	40295	91	98	97	534	534	516	5	11	21	10	13	19	70	55	44	15	21	16
African American	--	98	4247	--	100	98	--	508	499	--	23	27	--	19	24	--	48	41	--	9	8
Hispanic	NC	430	32327	NC	99	98	NC	515	499	NC	19	27	NC	19	25	NC	50	41	NC	12	8
Asian/Pacific Islander	--	91	1939	--	100	99	--	575	556	--	1	6	--	5	10	--	47	47	--	46	36
American Indian/Alaskan Native	NC	22	4391	NC	85	96	NC	521	489	NC	14	32	NC	18	27	NC	59	36	NC	9	4
White	36	2288	36373	92	98	98	523	541	538	8	7	10	14	12	14	69	57	52	8	24	25
Students with Disabilities	NC	345	9321	NC	91	87	NC	486	467	NC	39	54	NC	24	22	NC	31	21	NC	6	3
Students without Disabilities	37	2589	70006	95	100	100	527	543	524	5	6	14	14	11	19	73	59	49	8	24	18
Limited English Proficient Students	NC	91	9431	NC	98	95	NC	473	466	NC	56	53	NC	21	27	NC	18	18	NC	5	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	263	37097	NC	93	97	NC	513	498	NC	21	27	NC	17	25	NC	50	41	NC	12	7
Non-Economically Disadvantaged	35	2671	42230	92	99	99	526	539	535	6	8	11	14	13	15	71	56	50	9	23	24

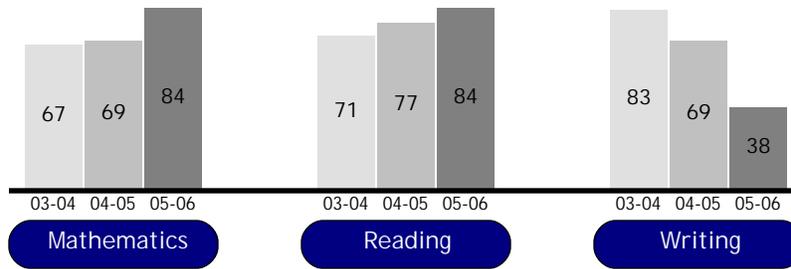
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	2939	79501	88	99	98	523	514	497	NA	5	10	13	16	25	76	73	60	11	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	1477	39062	90	99	99	519	522	502	NA	3	8	5	12	23	95	76	64	NA	8	5
Male	19	1458	40368	86	99	98	528	507	491	NA	6	13	21	20	27	58	69	57	21	5	3
African American	--	97	4279	--	99	99	--	496	485	--	7	14	--	26	30	--	63	54	--	4	2
Hispanic	NC	423	32389	NC	97	98	NC	496	478	NC	11	16	NC	24	34	NC	62	48	NC	3	1
Asian/Pacific Islander	--	91	1936	--	100	99	--	531	519	--	NA	3	--	14	14	--	71	73	--	14	9
American Indian/Alaskan Native	NC	23	4401	NC	88	96	NC	499	473	NC	13	17	NC	13	40	NC	70	43	NC	4	1
White	35	2300	36446	90	99	99	521	518	516	NA	3	4	14	14	15	77	75	73	9	7	7
Students with Disabilities	NC	350	9411	NC	93	88	NC	469	453	NC	25	36	NC	38	36	NC	35	26	NC	3	1
Students without Disabilities	37	2589	70090	95	100	100	525	520	502	NA	2	7	11	13	24	78	78	65	11	7	5
Limited English Proficient Students	--	87	9401	--	94	94	--	445	443	--	41	40	--	43	46	--	16	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	263	37183	NC	93	97	NC	493	479	NC	11	16	NC	25	34	NC	62	49	NC	2	1
Non-Economically Disadvantaged	33	2676	42318	87	99	99	529	517	513	NA	4	5	9	15	17	79	74	70	12	7	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	38	2943	80000	88	99	99	590	582	564	NA	2	3	5	6	11	82	76	75	13	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	1484	39288	90	99	99	605	597	579	NA	2	2	NA	2	6	84	72	77	16	25	16
Male	19	1455	40644	86	98	98	576	566	549	NA	2	4	11	9	15	79	79	74	11	9	7
African American	--	98	4307	--	100	99	--	569	551	--	4	4	--	6	13	--	74	75	--	15	7
Hispanic	NC	429	32672	NC	98	99	NC	564	548	NC	5	4	NC	10	14	NC	75	76	NC	11	6
Asian/Pacific Islander	--	91	1945	--	100	99	--	599	592	--	1	1	--	1	4	--	69	69	--	29	25
American Indian/Alaskan Native	NC	23	4424	NC	88	97	NC	592	549	NC	NA	3	NC	9	14	NC	78	77	NC	13	5
White	35	2297	36602	90	99	99	587	585	579	NA	1	2	6	5	7	83	76	75	11	18	16
Students with Disabilities	NC	358	9919	NC	95	93	NC	530	505	NC	7	9	NC	23	35	NC	67	54	NC	4	2
Students without Disabilities	37	2585	70081	95	100	100	590	588	571	NA	1	2	5	3	7	81	77	79	14	19	12
Limited English Proficient Students	--	88	9571	--	95	96	--	503	502	--	13	10	--	26	29	--	60	60	--	1	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	265	37534	NC	94	98	NC	559	547	NC	5	4	NC	11	15	NC	74	76	NC	10	5
Non-Economically Disadvantaged	33	2678	42466	87	99	100	595	584	578	NA	2	2	3	5	7	82	76	75	15	18	16

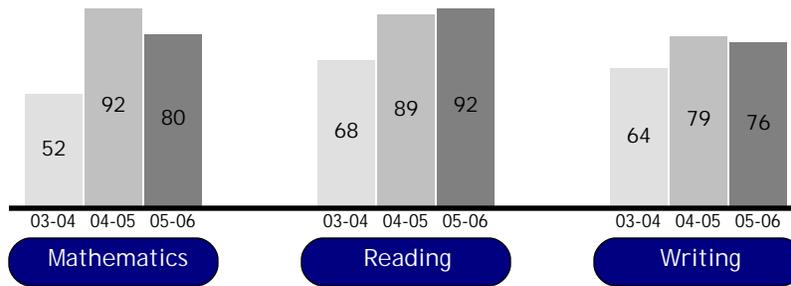
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	65	NA	58	100	56	57	47	100	46	59	46
	Language	100	64	61	50	100	62	58	47	100	44	63	48
	Mathematics	100	60	72	64	100	59	62	50	100	52	65	52
3	Reading	100	61	NA	55	100	56	55	44	97	56	59	46
	Language	100	64	70	61	100	57	53	44	97	63	58	46
	Mathematics	100	58	69	61	100	47	60	51	97	56	65	52
4	Reading	98	81	NA	56	100	56	57	48	94	58	63	52
	Language	88	74	63	52	100	63	59	49	94	63	65	52
	Mathematics	93	76	74	61	100	61	63	53	96	48	70	58
5	Reading	98	72	NA	55	95	70	60	50	88	67	67	56
	Language	100	65	60	49	95	70	59	50	87	76	65	54
	Mathematics	100	72	75	63	95	66	58	49	96	58	63	52
6	Reading	100	67	NA	56	98	57	61	51	88	76	67	56
	Language	100	51	60	48	98	56	58	47	88	68	61	50
	Mathematics	100	72	79	66	98	51	66	52	93	65	70	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)
- 3 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Continuous School Improvement
- Ü Student Achievement
- Ü Safe Schools
- Ü Technology
- Ü Parental/Community Involvement
- Ü Staff Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.30
Other Professional Staff	1.70	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	3	0	0
4 to 6 years	1	0	0	0
7 to 9 years	2	1	0	0
10 or more years	1	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	17
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Multipurpose Room
- Ü Designated Music and Art Rooms
- Ü Computer Lab
- Ü Media Center/Library

Extracurricular Activities

- Ü Band
- Ü Literacy Club
- Ü Chorus
- Ü After School Reading/Math Intervention
- Ü Student Council
- Ü Drum Circle
- Ü K-Kids
- Ü Study Hall Before School & At Lunch

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Vision/Hearing/Scoliosis Screenings
- Ü Student Support Groups

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü New River Elementary School completed the development of an extensive improvement plan armed with increasing achievement.

- ü Staff development was conducted related to standards based instruction and the Continuous School Improvement plans.

- ü New River Elementary School continues to implement Kids At Hope, Character Counts, and Love & Logic to increase pro-social decision making.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	98	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

An Emergency Preparedness Plan is in place. Lockdown and fire drills are practiced regularly. New River Elementary School participates in the S.T.A.R.S. and G.R.E.A.T. programs. Teachers implement the Get Real About Violence programs.

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	Tricia Graham	(623) 376-3500
Transportation Policy	Nick Portonova	(602) 467-5090
Community Resources	Tricia Graham	(623) 376-3500
School Nutrition Programs	Judi Foglesong	(623) 376-3514
Parent Organization	Cammi Billingsley	(623) 376-3500
Student Health/Nurse	Nancy Townsend	(623) 376-3510

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.

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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.