

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

18440 N. 15th Avenue, Phoenix, AZ 85023

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
2003-04	Performing

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

School Overview

Principal/Administrator : Dr. Katherine Griffith
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-6
 Web Address : constitution.dvUSD.org/
 Phone Number : (602) 467-6100
 Fax Number : (602) 467-6180
 E-mail : katherine.griffith@ce.dvUSD.org

Mission

Constitution Elementary Staff creates partnerships with families and the community to model and instill a passion for learning, high standards, and life skills in a safe, supportive, and enriched environment, thus promoting success for all.

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 proficiency in basic reading skills and reading comprehension as measured by AIMS and the Deer Valley Unified School District (DVUSD) Assessments.
- ü Students will demonstrate their understanding and application of the Six Trait Writing Model as measured by AIMS and DVUSD Assessments.
- ü Students will demonstrate proficiency in math skills as measured by AIMS and the Deer Valley Unified School District (DVUSD) Assessments.

Enrollment

October 1, 2005 School Year Student Enrollment : 779
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 35

Instructional Programs

- ü Accelerated Reader Program
- ü Gifted Classes (SAGE)
- ü EL Education
- ü Tutoring
- ü Homework Club
- ü Extended Day EL Kindergarten
- ü Head Start
- ü Literacy Totes for Home Use

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

Constitution provides a safe learning environment with quality instructional programs designed for mastery of Arizona State Standards. We emphasize positive student behavior and personal development. Positive, frequent communication with parents is a priority. Our Parent Resource Center is open to parents and families interested in resource information and instructional materials. We are committed to creating strong family connections and continually seek ways to promote parental involvement.

Parents

Parents are responsible for ensuring student attendance, proper nutrition and clothing, supporting school behavior codes, homework procedures, being aware of school goals/expectations, as well as communicating regularly with their child's teacher. Parents may utilize instructional material made available in our Resource Center, as suggested by their children's teacher.

Transportation Policy

Buses are provided for students in grades 1-6 living over 1 mile from school. Kindergartners living more than 1/2 mile are bused. Attendance boundaries are Bell Road to Union Hills and 7th Avenue to 19th Ave. Special needs are handled individually.

School Honors

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

Award/Honor	Year
ü Reading Renaissance Master Classroom	2004
ü DVUSD Teacher of the Year	2003
ü DVUSD Pride Award Winners	2004
ü Rodel Teachers of the Year	2005

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	111	2658	80010	95	99	99	424	460	447	23	5	10	21	11	18	52	61	53	5	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1252	38935	93	99	99	421	458	447	21	4	9	23	12	19	54	63	55	2	21	17
Male	55	1406	40974	96	99	98	427	462	448	24	5	11	18	11	18	51	59	52	7	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	63	406	34545	94	97	99	411	441	432	29	11	14	29	19	24	41	57	53	2	14	9
Asian/Pacific Islander	NC	97	2068	NC	100	99	NC	473	474	NC	2	4	NC	8	10	NC	55	50	NC	35	36
American Indian/Alaskan Native	NC	18	3979	NC	90	96	NC	434	424	NC	11	17	NC	17	30	NC	67	47	NC	6	6
White	39	2053	35142	95	99	99	447	465	465	10	4	5	8	10	11	74	62	56	8	25	28
Students with Disabilities	20	327	10161	83	92	93	400	430	419	40	21	28	35	23	28	25	46	36	NA	10	8
Students without Disabilities	91	2331	69849	98	100	100	429	464	451	19	3	7	18	10	17	58	63	56	5	25	19
Limited English Proficient Students	29	134	14013	85	92	97	392	409	413	52	25	24	28	37	34	21	39	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	34	261	39029	94	95	98	418	441	432	35	11	14	9	20	25	53	54	52	3	15	9
Non-Economically Disadvantaged	77	2397	40981	95	99	100	427	462	462	17	4	6	26	10	13	52	61	54	5	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	112	2643	79438	96	98	98	425	470	451	17	4	9	37	14	24	44	65	56	3	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1248	38775	95	99	99	427	475	457	14	3	7	40	12	22	42	66	58	4	19	13
Male	55	1395	40560	96	98	97	424	465	446	20	5	12	33	16	25	45	65	54	2	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	63	402	34297	94	96	98	412	449	434	27	10	14	38	23	31	32	54	50	3	12	5
Asian/Pacific Islander	NC	98	2063	NC	100	99	NC	483	475	NC	1	3	NC	11	15	NC	63	63	NC	24	20
American Indian/Alaskan Native	NC	18	3940	NC	90	95	NC	445	429	NC	NA	14	NC	39	36	NC	61	47	NC	NA	3
White	40	2042	34887	98	99	98	446	474	471	5	3	4	30	12	15	63	68	63	3	17	18
Students with Disabilities	20	311	9588	83	88	88	399	437	416	20	14	30	65	32	32	15	47	34	NA	7	5
Students without Disabilities	92	2332	69850	99	100	100	431	474	456	16	2	7	30	12	23	50	68	59	3	18	12
Limited English Proficient Students	29	134	13856	85	92	96	384	402	407	45	27	27	41	47	43	14	26	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	34	261	38685	94	95	97	420	445	435	21	11	14	26	25	32	50	55	50	3	10	5
Non-Economically Disadvantaged	78	2382	40753	96	99	99	427	472	467	15	3	5	41	13	16	41	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	111	2647	79971	95	98	99	399	437	423	14	4	8	47	34	41	39	59	49	1	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1251	38974	93	99	99	411	451	437	9	3	5	39	25	33	50	67	57	2	5	4
Male	55	1396	40895	96	98	98	387	425	410	18	5	10	55	42	47	27	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	62	403	34481	93	96	99	394	422	410	13	7	10	50	39	46	35	52	43	2	2	1
Asian/Pacific Islander	NC	98	2067	NC	100	99	NC	449	449	NC	3	4	NC	31	28	NC	56	60	NC	10	8
American Indian/Alaskan Native	NC	19	3995	NC	95	96	NC	416	409	NC	11	10	NC	37	47	NC	53	42	NC	NA	1
White	40	2043	35150	98	99	99	407	440	437	13	3	5	45	33	35	43	60	56	NA	4	5
Students with Disabilities	21	328	10258	88	92	94	359	398	377	29	14	23	71	53	51	NA	31	25	NA	2	1
Students without Disabilities	90	2319	69713	97	99	100	408	442	429	10	3	5	41	31	39	48	63	52	1	4	3
Limited English Proficient Students	28	132	13985	82	91	97	365	383	382	21	16	18	57	57	54	21	27	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	33	258	38994	92	93	98	395	414	409	15	11	10	45	38	47	39	50	41	NA	2	1
Non-Economically Disadvantaged	78	2389	40977	96	99	100	401	440	437	13	3	5	47	33	34	38	60	56	1	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	112	2846	80147	96	98	99	467	499	482	13	5	11	25	11	17	45	50	49	17	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1403	39281	97	99	99	460	497	483	12	5	9	25	11	17	56	53	50	7	31	24
Male	53	1443	40780	95	98	98	475	501	482	15	6	12	25	11	17	32	47	48	28	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	70	405	33494	95	96	99	462	474	466	13	11	15	31	20	23	43	54	49	13	16	14
Asian/Pacific Islander	NC	116	2103	NC	98	99	NC	520	515	NC	1	4	NC	3	8	NC	50	44	NC	46	45
American Indian/Alaskan Native	NC	25	4117	NC	96	96	NC	474	456	NC	16	19	NC	24	27	NC	36	46	NC	24	8
White	34	2215	36122	100	98	99	485	503	501	9	4	5	15	9	10	47	50	50	29	36	35
Students with Disabilities	13	362	10295	76	89	92	421	458	443	31	22	33	62	29	26	8	34	33	NA	15	8
Students without Disabilities	99	2484	69852	99	100	100	473	505	488	11	3	7	20	8	16	49	53	51	19	36	26
Limited English Proficient Students	29	107	12722	94	94	97	429	438	441	24	30	27	48	30	33	28	38	37	NA	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	34	291	38371	94	95	97	458	479	465	24	11	15	24	18	23	35	51	49	18	21	13
Non-Economically Disadvantaged	78	2555	41776	96	99	100	471	501	498	9	5	6	26	10	11	49	50	49	17	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	113	2836	79686	97	98	98	456	488	470	15	5	11	27	15	24	52	67	57	5	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1404	39163	98	99	99	454	491	475	12	4	9	28	14	22	58	68	60	2	15	10
Male	53	1432	40438	95	97	97	457	485	465	19	6	13	26	16	25	45	67	54	9	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	71	405	33299	96	96	98	448	467	452	18	9	17	32	26	32	45	59	47	4	6	3
Asian/Pacific Islander	NC	115	2097	NC	97	99	NC	498	490	NC	3	5	NC	10	13	NC	69	68	NC	19	14
American Indian/Alaskan Native	NC	24	4087	NC	92	96	NC	461	446	NC	13	16	NC	33	38	NC	50	44	NC	4	2
White	34	2209	35914	100	98	98	475	492	489	6	4	5	18	13	15	68	69	67	9	15	14
Students with Disabilities	13	350	9808	76	86	87	411	449	432	38	22	35	46	31	32	15	41	30	NA	6	3
Students without Disabilities	100	2486	69878	100	100	100	462	493	475	12	2	8	25	13	23	57	71	61	6	14	9
Limited English Proficient Students	29	106	12594	94	93	96	416	421	422	41	31	34	38	46	45	21	23	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	34	289	38095	94	94	97	451	468	452	21	9	17	24	24	32	50	62	48	6	6	3
Non-Economically Disadvantaged	79	2547	41591	98	98	99	458	490	486	13	4	6	29	14	16	53	68	65	5	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	114	2871	80372	97	99	99	466	490	475	4	2	4	33	20	30	63	75	64	NA	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1417	39452	98	100	99	474	501	488	2	1	3	28	13	22	70	81	72	NA	4	3
Male	54	1454	40836	96	99	98	457	479	464	6	3	6	39	26	37	56	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	71	408	33608	96	97	99	464	477	462	6	4	6	34	25	36	61	70	57	NA	1	1
Asian/Pacific Islander	NC	116	2098	NC	98	99	NC	509	500	NC	NA	2	NC	13	16	NC	78	75	NC	9	7
American Indian/Alaskan Native	NC	25	4128	NC	96	97	NC	462	464	NC	4	4	NC	32	39	NC	64	56	NC	NA	1
White	34	2235	36213	100	99	99	472	491	489	NA	2	2	35	19	22	65	76	72	NA	3	3
Students with Disabilities	14	385	10526	82	94	94	431	446	427	7	9	15	79	46	53	14	43	31	NA	1	1
Students without Disabilities	100	2486	69846	100	100	100	471	496	482	3	1	3	27	16	26	70	80	69	NA	3	2
Limited English Proficient Students	29	108	12747	94	95	97	436	434	432	14	13	12	41	48	52	45	39	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	34	295	38521	94	96	98	464	477	461	3	3	6	38	27	38	59	68	55	NA	1	1
Non-Economically Disadvantaged	80	2576	41851	99	99	100	467	491	489	4	2	3	31	19	22	65	76	72	NA	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	100	2780	79306	94	98	99	481	517	504	20	7	13	27	13	20	44	58	49	9	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1359	38845	96	98	99	477	516	505	14	5	11	38	14	20	42	62	50	6	19	18
Male	50	1416	40383	93	98	98	484	518	504	26	8	14	16	13	19	46	55	47	12	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	49	398	32673	91	98	99	472	498	487	27	11	18	29	23	25	39	51	46	6	15	10
Asian/Pacific Islander	NC	102	2147	NC	100	99	NC	537	539	NC	1	5	NC	12	10	NC	56	46	NC	31	40
American Indian/Alaskan Native	--	15	4034	--	100	97	--	488	479	--	13	22	--	20	29	--	60	43	--	7	7
White	47	2153	36234	98	98	99	489	521	523	15	6	6	23	11	13	49	60	52	13	23	28
Students with Disabilities	17	350	10286	81	91	91	443	472	462	47	29	41	35	30	27	18	36	27	NA	5	5
Students without Disabilities	83	2430	69020	98	100	100	488	523	510	14	3	9	25	11	18	49	61	52	11	24	21
Limited English Proficient Students	23	92	10291	88	92	96	436	462	458	57	34	38	39	41	34	4	20	26	NA	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	29	263	37437	91	95	97	478	499	486	24	13	19	24	21	26	48	51	46	3	15	9
Non-Economically Disadvantaged	71	2517	41869	96	99	100	482	519	521	18	6	7	28	13	14	42	59	51	11	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	100	2775	79000	94	98	98	470	505	489	16	5	10	34	15	24	45	68	58	5	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1360	38774	96	98	99	467	510	494	16	4	7	38	12	22	42	70	61	4	14	10
Male	50	1411	40150	93	98	98	473	500	485	16	6	12	30	17	25	48	65	55	6	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	50	398	32508	93	98	98	458	483	472	26	12	15	32	25	33	38	56	49	4	6	3
Asian/Pacific Islander	NC	101	2142	NC	100	99	NC	511	510	NC	NA	4	NC	14	14	NC	72	67	NC	14	16
American Indian/Alaskan Native	--	15	4016	--	100	96	--	478	467	--	13	14	--	40	37	--	40	46	--	7	2
White	46	2148	36135	96	98	98	482	509	508	7	4	4	35	12	14	52	70	67	7	14	15
Students with Disabilities	17	347	9991	81	90	88	435	460	449	41	21	33	41	40	36	18	35	29	NA	4	2
Students without Disabilities	83	2428	69009	98	100	100	477	511	495	11	2	6	33	11	22	51	72	62	6	14	10
Limited English Proficient Students	23	91	10199	88	91	95	420	439	439	57	38	35	43	45	47	NA	14	18	NA	2	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	29	260	37234	91	94	97	466	488	472	14	9	15	28	28	33	59	55	50	NA	8	3
Non-Economically Disadvantaged	71	2515	41766	96	99	99	472	507	505	17	4	5	37	13	16	39	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	104	2787	79611	98	99	99	482	515	496	13	3	7	41	26	37	46	70	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1367	39016	100	99	99	485	528	511	10	2	4	37	17	29	54	80	66	NA	1	1
Male	52	1415	40519	96	98	98	480	503	482	15	4	10	46	36	44	38	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	52	402	32855	96	99	99	467	498	481	17	6	10	44	35	43	38	58	47	NA	1	0
Asian/Pacific Islander	NC	103	2149	NC	100	100	NC	519	519	NC	4	4	NC	24	24	NC	71	70	NC	1	2
American Indian/Alaskan Native	--	15	3992	--	100	96	--	507	478	--	7	10	--	40	46	--	53	44	--	NA	0
White	48	2153	36380	100	98	99	495	518	511	8	2	4	40	25	30	52	72	65	NA	1	1
Students with Disabilities	21	360	10664	100	94	94	431	468	440	33	11	23	57	56	54	10	32	22	NA	1	1
Students without Disabilities	83	2427	68947	98	99	100	495	521	504	7	2	4	37	22	34	55	76	61	NA	1	1
Limited English Proficient Students	25	96	10362	96	96	97	426	453	438	32	18	22	64	59	57	4	23	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	31	265	37626	97	96	98	469	493	479	23	8	10	26	32	45	52	60	45	NA	NA	0
Non-Economically Disadvantaged	73	2522	41985	99	99	100	488	517	511	8	2	4	48	26	30	44	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	112	2934	79327	97	99	98	500	537	518	25	9	19	19	13	20	54	56	46	2	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1475	38961	98	99	98	499	540	520	23	8	16	21	13	20	55	56	48	NA	24	16
Male	56	1456	40295	95	98	97	500	534	516	27	11	21	16	13	19	54	55	44	4	21	16
African American	NC	98	4247	NC	100	98	NC	508	499	NC	23	27	NC	19	24	NC	48	41	NC	9	8
Hispanic	55	430	32327	96	99	98	498	515	499	27	19	27	18	19	25	53	50	41	2	12	8
Asian/Pacific Islander	NC	91	1939	NC	100	99	NC	575	556	NC	1	6	NC	5	10	NC	47	47	NC	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	50	2288	36373	96	98	98	498	541	538	22	7	10	22	12	14	56	57	52	NA	24	25
Students with Disabilities	13	345	9321	81	91	87	465	486	467	54	39	54	15	24	22	31	31	21	NA	6	3
Students without Disabilities	99	2589	70006	99	100	100	504	543	524	21	6	14	19	11	19	58	59	49	2	24	18
Limited English Proficient Students	18	91	9431	95	98	95	455	473	466	78	56	53	6	21	27	17	18	18	NA	5	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	23	263	37097	88	93	97	484	513	498	43	21	27	13	17	25	43	50	41	NA	12	7
Non-Economically Disadvantaged	89	2671	42230	99	99	99	504	539	535	20	8	11	20	13	15	57	56	50	2	23	24

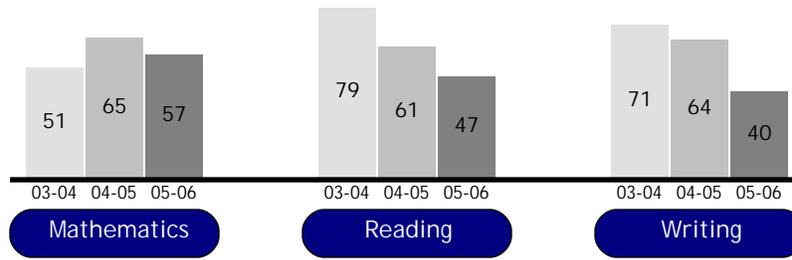
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	2939	79501	98	99	98	493	514	497	11	5	10	22	16	25	64	73	60	3	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1477	39062	98	99	99	503	522	502	5	3	8	13	12	23	80	76	64	2	8	5
Male	57	1458	40368	97	99	98	483	507	491	18	6	13	30	20	27	49	69	57	4	5	3
African American	NC	97	4279	NC	99	99	NC	496	485	NC	7	14	NC	26	30	NC	63	54	NC	4	2
Hispanic	56	423	32389	98	97	98	486	496	478	14	11	16	23	24	34	61	62	48	2	3	1
Asian/Pacific Islander	NC	91	1936	NC	100	99	NC	531	519	NC	NA	3	NC	14	14	NC	71	73	NC	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	51	2300	36446	98	99	99	497	518	516	10	3	4	20	14	15	69	75	73	2	7	7
Students with Disabilities	14	350	9411	88	93	88	464	469	453	36	25	36	36	38	36	21	35	26	7	3	1
Students without Disabilities	100	2589	70090	100	100	100	497	520	502	8	2	7	20	13	24	70	78	65	2	7	5
Limited English Proficient Students	18	87	9401	95	94	94	431	445	443	56	41	40	39	43	46	6	16	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	23	263	37183	88	93	97	475	493	479	22	11	16	30	25	34	48	62	49	NA	2	1
Non-Economically Disadvantaged	91	2676	42318	100	99	99	497	517	513	9	4	5	20	15	17	68	74	70	3	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	113	2943	80000	97	99	99	565	582	564	2	2	3	10	6	11	81	76	75	8	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1484	39288	98	99	99	578	597	579	NA	2	2	5	2	6	89	72	77	5	25	16
Male	56	1455	40644	95	98	98	552	566	549	4	2	4	14	9	15	71	79	74	11	9	7
African American	NC	98	4307	NC	100	99	NC	569	551	NC	4	4	NC	6	13	NC	74	75	NC	15	7
Hispanic	56	429	32672	98	98	99	561	564	548	2	5	4	16	10	14	71	75	76	11	11	6
Asian/Pacific Islander	NC	91	1945	NC	100	99	NC	599	592	NC	1	1	NC	1	4	NC	69	69	NC	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	50	2297	36602	96	99	99	568	585	579	2	1	2	4	5	7	90	76	75	4	18	16
Students with Disabilities	13	358	9919	81	95	93	540	530	505	NA	7	9	38	23	35	46	67	54	15	4	2
Students without Disabilities	100	2585	70081	100	100	100	568	588	571	2	1	2	6	3	7	85	77	79	7	19	12
Limited English Proficient Students	18	88	9571	95	95	96	498	503	502	11	13	10	33	26	29	56	60	60	NA	1	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	23	265	37534	88	94	98	545	559	547	4	5	4	22	11	15	65	74	76	9	10	5
Non-Economically Disadvantaged	90	2678	42466	100	99	100	570	584	578	1	2	2	7	5	7	84	76	75	8	18	16

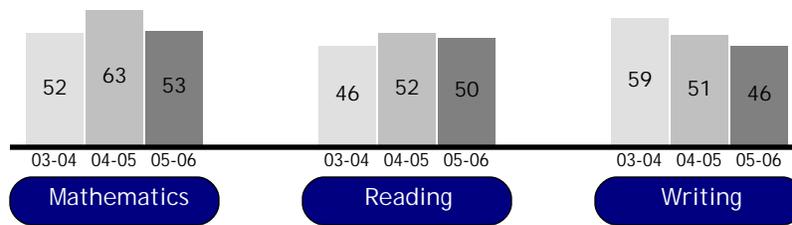
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	93	55	NA	58	97	39	57	47	92	41	59	46
	Language	93	47	61	50	97	40	58	47	92	44	63	48
	Mathematics	93	68	72	64	98	48	62	50	92	43	65	52
3	Reading	96	52	NA	55	100	40	55	44	96	25	59	46
	Language	97	54	70	61	100	37	53	44	97	28	58	46
	Mathematics	98	51	69	61	100	44	60	51	96	35	65	52
4	Reading	100	54	NA	56	100	39	57	48	97	37	63	52
	Language	100	57	63	52	100	40	59	49	97	41	65	52
	Mathematics	100	61	74	61	99	44	63	53	97	48	70	58
5	Reading	99	51	NA	55	100	41	60	50	95	41	67	56
	Language	100	59	60	49	100	41	59	50	99	39	65	54
	Mathematics	100	68	75	63	100	46	58	49	95	41	63	52
6	Reading	97	59	NA	56	100	38	61	51	98	52	67	56
	Language	99	52	60	48	100	33	58	47	97	44	61	50
	Mathematics	97	72	79	66	100	40	66	52	97	46	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."

Constitution Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Programs/Strategies
- Ü Parent/Community Involvement
- Ü School Improvement
- Ü Extra-curricular Activities
- Ü School Safety Issues
- Ü School/Business/Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	49.00
Other Professional Staff	5.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	7	1	0	0
7 to 9 years	4	2	0	0
10 or more years	20	15	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	128
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Mac Lab/Classroom Macs
- Ü Mobile Computer Labs
- Ü Media Center
- Ü Parent Resource Room

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Tutoring
- Ü Cheerleading
- Ü Homework Club
- Ü Athletic Club
- Ü Chorus
- Ü Marching Band

Social Services

- Ü Parent Workshops/Family Nights
- Ü Parent Resource Center
- Ü Breakfast/Lunch Programs
- Ü Parent Involvement Coordinator
- Ü Clothing/Food Banks
- Ü Local Church Partnerships
- Ü Phoenix Parks & Rec. After School Prog.
- Ü Local Partnership with Phx. Fire Dept.

School Achievements/Accomplishments 2005-06

- ü Four teachers qualified for the Rodel Teacher of the Year Scholarship Program.

- ü Several members of the staff were honored with DVUSD Pride Awards.

- ü Constitution Marching Band placed 1st in Arizona State competition.

- ü Received media attention for summer school program.

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	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

We employ a comprehensive Emergency Preparedness Plan. Teachers help students strengthen responsibility and decision making skills. We often review discipline policies. Programs to recognize responsible and respectful behavior are also in place, including a Student of the Month Program where students displaying positive character traits are honored.

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	Katherine Griffith	(602) 467-6104
Transportation Policy	Transportation	(602) 467-5090
Community Resources	Lori Scandura	(602) 467-6118
School Nutrition Programs	Martha Guzman	(602) 467-6114
Parent Organization	Jenny Hanley	(602) 467-6109
Student Health/Nurse	Becky Van Buren	(602) 467-6110

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.