



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

19825 N. 15th Avenue, Phoenix, AZ 85027

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 : Mrs. Krista Anderson
 Schedule : 07:15 AM to 04:15 PM
 Grades : K-6
 Web Address : desertwinds.dvUSD.org
 Phone Number : (623) 445-3900
 Fax Number : (623) 445-3980
 E-mail : krista.anderson@dw.dvUSD.org

Mission

Desert Winds is committed to helping children develop positive attitudes and perceptions about learning. We will help children learn to use basic academic skills, solve problems, develop decision-making and social skills to instill high standards.

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 Raising expectation in student achievement in the areas of Reading, Writing, Math and Science.
- ü Identify special populations and provide specific interventions to meet the needs of the group. Example:
Gifted, Special Ed. and English Language Learners.

Enrollment

October 1, 2005 School Year Student Enrollment : 567
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 34

Instructional Programs

- Standards Based Instruction
- Child Centered Education
- Inclusionary Practices for Sp. Ed.
- Special Education Preschool
- Gifted/Sage
- Kindergarten Enrichment
- AIMS Intervention Tutoring

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

Desert Winds School will provide a safe and orderly environment for students. School furnishes necessary equipment and supplies. School communicates with parents. Parents and school work together to maintain the highest educational standards.

Parents

Parents should work together with the school in order to maximize learning for their children with the school's available resources.

Transportation Policy

Kindergarten students are bussed if they live outside a half-mile radius of school; grades one through six, outside a one-mile radius. Special considerations are given for unusual situations, example: street construction.

School Honors

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

Award/Honor	Year
• Teacher semi-finalist for Teacher of the Year award.	2003
• Student won blue ribbon for art work.	2004
• Teacher awarded \$500.00 Teacher's Partner Program grant	2006
• School awarded \$5,000.00 DSC grant.	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	83	2658	80010	99	99	99	448	460	447	6	5	10	18	11	18	61	61	53	14	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1252	38935	98	99	99	449	458	447	5	4	9	18	12	19	59	63	55	18	21	17
Male	44	1406	40974	100	99	98	448	462	448	7	5	11	18	11	18	64	59	52	11	25	19
African American	--	84	4201	--	99	99	--	439	430	--	11	17	--	21	23	--	60	51	--	8	9
Hispanic	15	406	34545	94	97	99	436	441	432	7	11	14	20	19	24	73	57	53	NA	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	65	2053	35142	100	99	99	450	465	465	6	4	5	18	10	11	60	62	56	15	25	28
Students with Disabilities	12	327	10161	100	92	93	417	430	419	33	21	28	8	23	28	58	46	36	NA	10	8
Students without Disabilities	71	2331	69849	99	100	100	454	464	451	1	3	7	20	10	17	62	63	56	17	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	16	261	39029	100	95	98	435	441	432	6	11	14	31	20	25	56	54	52	6	15	9
Non-Economically Disadvantaged	67	2397	40981	99	99	100	452	462	462	6	4	6	15	10	13	63	61	54	16	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	83	2643	79438	99	98	98	457	470	451	2	4	9	24	14	24	69	65	56	5	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1248	38775	98	99	99	465	475	457	NA	3	7	18	12	22	74	66	58	8	19	13
Male	44	1395	40560	100	98	97	449	465	446	5	5	12	30	16	25	64	65	54	2	14	9
African American	--	83	4178	--	98	98	--	454	439	--	6	13	--	18	29	--	66	52	--	10	6
Hispanic	15	402	34297	94	96	98	441	449	434	NA	10	14	40	23	31	60	54	50	NA	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	65	2042	34887	100	99	98	458	474	471	3	3	4	20	12	15	72	68	63	5	17	18
Students with Disabilities	12	311	9588	100	88	88	429	437	416	8	14	30	33	32	32	58	47	34	NA	7	5
Students without Disabilities	71	2332	69850	99	100	100	461	474	456	1	2	7	23	12	23	70	68	59	6	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	16	261	38685	100	95	97	442	445	435	NA	11	14	44	25	32	50	55	50	6	10	5
Non-Economically Disadvantaged	67	2382	40753	99	99	99	460	472	467	3	3	5	19	13	16	73	66	62	4	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	83	2647	79971	99	98	99	428	437	423	4	4	8	37	34	41	58	59	49	1	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1251	38974	98	99	99	449	451	437	NA	3	5	26	25	33	72	67	57	3	5	4
Male	44	1396	40895	100	98	98	410	425	410	7	5	10	48	42	47	45	51	41	NA	2	2
African American	--	84	4203	--	99	99	--	426	411	--	5	11	--	42	45	--	52	43	--	1	2
Hispanic	15	403	34481	94	96	99	417	422	410	NA	7	10	60	39	46	40	52	43	NA	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	65	2043	35150	100	99	99	429	440	437	5	3	5	34	33	35	60	60	56	2	4	5
Students with Disabilities	12	328	10258	100	92	94	377	398	377	17	14	23	50	53	51	33	31	25	NA	2	1
Students without Disabilities	71	2319	69713	99	99	100	436	442	429	1	3	5	35	31	39	62	63	52	1	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	16	258	38994	100	93	98	423	414	409	6	11	10	44	38	47	50	50	41	NA	2	1
Non-Economically Disadvantaged	67	2389	40977	99	99	100	429	440	437	3	3	5	36	33	34	60	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	85	2846	80147	96	98	99	478	499	482	6	5	11	19	11	17	60	50	49	15	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1403	39281	100	99	99	476	497	483	9	5	9	13	11	17	67	53	50	11	31	24
Male	39	1443	40780	89	98	98	480	501	482	3	6	12	26	11	17	51	47	48	21	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	13	405	33494	87	96	99	463	474	466	NA	11	15	46	20	23	54	54	49	NA	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	65	2215	36122	97	98	99	482	503	501	6	4	5	14	9	10	63	50	50	17	36	35
Students with Disabilities	22	362	10295	85	89	92	456	458	443	14	22	33	45	29	26	32	34	33	9	15	8
Students without Disabilities	63	2484	69852	100	100	100	485	505	488	3	3	7	10	8	16	70	53	51	17	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	12	291	38371	86	95	97	473	479	465	NA	11	15	25	18	23	67	51	49	8	21	13
Non-Economically Disadvantaged	73	2555	41776	97	99	100	479	501	498	7	5	6	18	10	11	59	50	49	16	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	82	2836	79686	92	98	98	475	488	470	6	5	11	23	15	24	65	67	57	6	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1404	39163	100	99	99	475	491	475	7	4	9	22	14	22	67	68	60	4	15	10
Male	36	1432	40438	82	97	97	475	485	465	6	6	13	25	16	25	61	67	54	8	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	13	405	33299	87	96	98	441	467	452	8	9	17	54	26	32	38	59	47	NA	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	63	2209	35914	94	98	98	484	492	489	5	4	5	16	13	15	71	69	67	8	15	14
Students with Disabilities	19	350	9808	73	86	87	442	449	432	16	22	35	53	31	32	32	41	30	NA	6	3
Students without Disabilities	63	2486	69878	100	100	100	485	493	475	3	2	8	14	13	23	75	71	61	8	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	12	289	38095	86	94	97	454	468	452	8	9	17	25	24	32	67	62	48	NA	6	3
Non-Economically Disadvantaged	70	2547	41591	93	98	99	479	490	486	6	4	6	23	14	16	64	68	65	7	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	88	2871	80372	99	99	99	476	490	475	5	2	4	27	20	30	67	75	64	1	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1417	39452	100	100	99	491	501	488	2	1	3	20	13	22	76	81	72	2	4	3
Male	42	1454	40836	95	99	98	461	479	464	7	3	6	36	26	37	57	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	13	408	33608	87	97	99	454	477	462	8	4	6	46	25	36	46	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	69	2235	36213	100	99	99	480	491	489	4	2	2	22	19	22	72	76	72	1	3	3
Students with Disabilities	25	385	10526	96	94	94	434	446	427	16	9	15	56	46	53	28	43	31	NA	1	1
Students without Disabilities	63	2486	69846	100	100	100	493	496	482	NA	1	3	16	16	26	83	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	13	295	38521	93	96	98	468	477	461	8	3	6	31	27	38	62	68	55	NA	1	1
Non-Economically Disadvantaged	75	2576	41851	100	99	100	478	491	489	4	2	3	27	19	22	68	76	72	1	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	68	2780	79306	91	98	99	503	517	504	7	7	13	16	13	20	65	58	49	12	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1359	38845	97	98	99	505	516	505	8	5	11	8	14	20	76	62	50	8	19	18
Male	31	1416	40383	84	98	98	501	518	504	6	8	14	26	13	19	52	55	47	16	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	18	398	32673	86	98	99	484	498	487	NA	11	18	33	23	25	67	51	46	NA	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	49	2153	36234	92	98	99	511	521	523	10	6	6	8	11	13	65	60	52	16	23	28
Students with Disabilities	11	350	10286	61	91	91	454	472	462	36	29	41	45	30	27	18	36	27	NA	5	5
Students without Disabilities	57	2430	69020	100	100	100	512	523	510	2	3	9	11	11	18	74	61	52	14	24	21
Limited English Proficient Students	12	92	10291	80	92	96	469	462	458	NA	34	38	58	41	34	42	20	26	NA	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	16	263	37437	100	95	97	503	499	486	6	13	19	19	21	26	63	51	46	13	15	9
Non-Economically Disadvantaged	52	2517	41869	88	99	100	503	519	521	8	6	7	15	13	14	65	59	51	12	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	67	2775	79000	89	98	98	495	505	489	6	5	10	25	15	24	60	68	58	9	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1360	38774	97	98	99	497	510	494	5	4	7	27	12	22	59	70	61	8	14	10
Male	30	1411	40150	81	98	98	492	500	485	7	6	12	23	17	25	60	65	55	10	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	18	398	32508	86	98	98	459	483	472	6	12	15	56	25	33	39	56	49	NA	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	48	2148	36135	91	98	98	508	509	508	6	4	4	15	12	14	67	70	67	13	14	15
Students with Disabilities	10	347	9991	56	90	88	NA	460	449	NA	21	33	NA	40	36	NA	35	29	NA	4	2
Students without Disabilities	57	2428	69009	100	100	100	503	511	495	NA	2	6	25	11	22	67	72	62	9	14	10
Limited English Proficient Students	12	91	10199	80	91	95	452	439	439	8	38	35	67	45	47	25	14	18	NA	2	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	16	260	37234	100	94	97	490	488	472	6	9	15	31	28	33	56	55	50	6	8	3
Non-Economically Disadvantaged	51	2515	41766	86	99	99	496	507	505	6	4	5	24	13	16	61	69	65	10	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	71	2787	79611	95	99	99	497	515	496	4	3	7	38	26	37	58	70	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1367	39016	100	99	99	504	528	511	5	2	4	26	17	29	68	80	66	NA	1	1
Male	33	1415	40519	89	98	98	488	503	482	3	4	10	52	36	44	45	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	19	402	32855	90	99	99	492	498	481	5	6	10	47	35	43	47	58	47	NA	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	51	2153	36380	96	98	99	500	518	511	4	2	4	33	25	30	63	72	65	NA	1	1
Students with Disabilities	14	360	10664	78	94	94	433	468	440	14	11	23	71	56	54	14	32	22	NA	1	1
Students without Disabilities	57	2427	68947	100	99	100	512	521	504	2	2	4	30	22	34	68	76	61	NA	1	1
Limited English Proficient Students	14	96	10362	93	96	97	472	453	438	7	18	22	64	59	57	29	23	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	16	265	37626	100	96	98	490	493	479	6	8	10	31	32	45	63	60	45	NA	NA	0
Non-Economically Disadvantaged	55	2522	41985	93	99	100	499	517	511	4	2	4	40	26	30	56	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	95	2934	79327	99	99	98	500	537	518	23	9	19	18	13	20	56	56	46	3	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1475	38961	100	99	98	505	540	520	17	8	16	17	13	20	63	56	48	2	24	16
Male	49	1456	40295	98	98	97	497	534	516	29	11	21	18	13	19	49	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	18	430	32327	95	99	98	492	515	499	39	19	27	17	19	25	33	50	41	11	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	65	2288	36373	100	98	98	505	541	538	18	7	10	18	12	14	62	57	52	2	24	25
Students with Disabilities	22	345	9321	100	91	87	458	486	467	59	39	54	27	24	22	14	31	21	NA	6	3
Students without Disabilities	73	2589	70006	99	100	100	513	543	524	12	6	14	15	11	19	68	59	49	4	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	18	263	37097	86	93	97	496	513	498	22	21	27	22	17	25	50	50	41	6	12	7
Non-Economically Disadvantaged	77	2671	42230	100	99	99	501	539	535	23	8	11	17	13	15	57	56	50	3	23	24

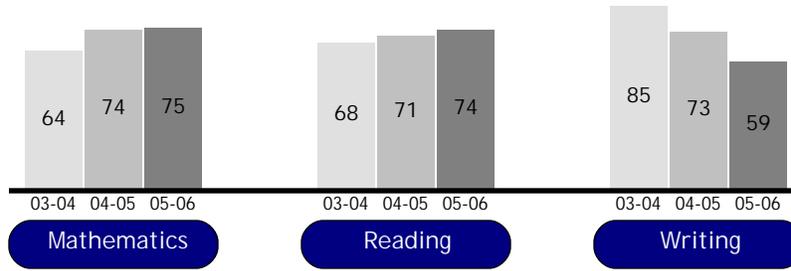
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	2939	79501	93	99	98	498	514	497	8	5	10	17	16	25	73	73	60	2	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1477	39062	98	99	99	503	522	502	4	3	8	16	12	23	78	76	64	2	8	5
Male	44	1458	40368	88	99	98	493	507	491	11	6	13	18	20	27	68	69	57	2	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	14	423	32389	74	97	98	485	496	478	7	11	16	36	24	34	57	62	48	NA	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	63	2300	36446	97	99	99	503	518	516	8	3	4	11	14	15	78	75	73	3	7	7
Students with Disabilities	17	350	9411	77	93	88	461	469	453	29	25	36	35	38	36	35	35	26	NA	3	1
Students without Disabilities	72	2589	70090	97	100	100	507	520	502	3	2	7	13	13	24	82	78	65	3	7	5
Limited English Proficient Students	NC	87	9401	NC	94	94	NC	445	443	NC	41	40	NC	43	46	NC	16	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	16	263	37183	76	93	97	491	493	479	13	11	16	19	25	34	69	62	49	NA	2	1
Non-Economically Disadvantaged	73	2676	42318	97	99	99	500	517	513	7	4	5	16	15	17	74	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	88	2943	80000	92	99	99	570	582	564	1	2	3	7	6	11	82	76	75	10	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1484	39288	98	99	99	582	597	579	2	2	2	2	2	6	80	72	77	16	25	16
Male	43	1455	40644	86	98	98	558	566	549	NA	2	4	12	9	15	84	79	74	5	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	14	429	32672	74	98	99	566	564	548	NA	5	4	14	10	14	71	75	76	14	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	62	2297	36602	95	99	99	571	585	579	2	1	2	5	5	7	84	76	75	10	18	16
Students with Disabilities	16	358	9919	73	95	93	527	530	505	6	7	9	13	23	35	81	67	54	NA	4	2
Students without Disabilities	72	2585	70081	97	100	100	580	588	571	NA	1	2	6	3	7	82	77	79	13	19	12
Limited English Proficient Students	NC	88	9571	NC	95	96	NC	503	502	NC	13	10	NC	26	29	NC	60	60	NC	1	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	16	265	37534	76	94	98	557	559	547	6	5	4	6	11	15	81	74	76	6	10	5
Non-Economically Disadvantaged	72	2678	42466	96	99	100	573	584	578	NA	2	2	7	5	7	82	76	75	11	18	16

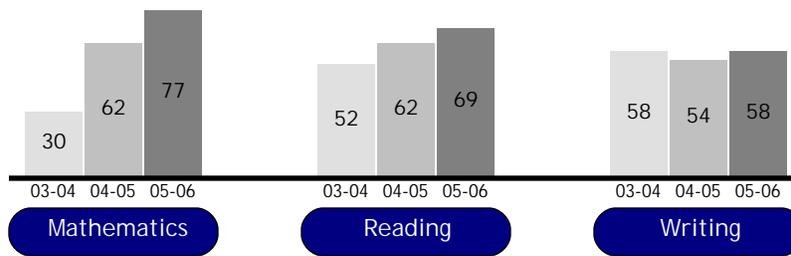
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	62	NA	58	98	53	57	47	100	50	59	46
	Language	100	48	61	50	98	53	58	47	100	43	63	48
	Mathematics	100	62	72	64	98	53	62	50	100	48	65	52
3	Reading	100	61	NA	55	100	51	55	44	100	50	59	46
	Language	96	66	70	61	100	46	53	44	100	48	58	46
	Mathematics	100	66	69	61	100	52	60	51	100	56	65	52
4	Reading	98	52	NA	56	99	50	57	48	100	52	63	52
	Language	98	47	63	52	99	49	59	49	100	56	65	52
	Mathematics	98	59	74	61	99	59	63	53	100	63	70	58
5	Reading	96	55	NA	55	99	43	60	50	99	59	67	56
	Language	96	47	60	49	99	41	59	50	100	58	65	54
	Mathematics	96	62	75	63	99	44	58	49	100	52	63	52
6	Reading	100	56	NA	56	99	59	61	51	99	54	67	56
	Language	100	47	60	48	99	54	58	47	98	46	61	50
	Mathematics	100	67	79	66	99	59	66	52	100	50	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)
- 3 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Student Achievement
- ü Curriculum Issues
- ü School Safety Issues
- ü Student Discipline
- ü Extracurricular Activities
- ü Parent/Community Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.60
Other Professional Staff	3.50	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	8
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 2 Multi-Media Labs
- ü Recording Studio
- ü Media Center
- ü Multi-Purpose Room

Extracurricular Activities

- ü Desert Winds Steel Drums
- ü Student Council
- ü Community School Sports
- ü Homework Club
- ü Instrumental Band
- ü Chorus

Social Services

- ü Day Care/Preschool Community School
- ü Community Steel Drums
- ü Free and Reduced Breakfast/Lunch Program
- ü (PAC) After School Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Implemented a school wide management program that resulted in a 10% decrease in discipline referrals.
- ü Art students received certificates for participation in traffic safety contest sponsored by the Governor of Arizona.
- ü Band won first place in marching band competition.
- ü First grade achieved 100% participation in "Project Goal". "Project Goal" is sponsored through City of Phoenix library.

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	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

Safety Plan for fire, lockdown and evacuation situations in place. Plans posted in classrooms. Drills practiced on quarterly basis. Fences and gates locked during the day. Staff ID badges worn. Visitors must sign in at office and wear a badge.

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	Krista Anderson	(623) 445-3904
Transportation Policy	Nick Portonova	(623) 467-5072
Community Resources	Eva Harlow	(623) 445-3934
School Nutrition Programs	Geoff Habgood	(623) 445-5163
Parent Organization	Janet Gilbert	(623) 445-3932
Student Health/Nurse	Sara Mihaljevich	(623) 445-3910

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.