

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3910 W. Grovers, Glendale, AZ 85308

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 : Ms. Jennifer Cruz
 Schedule : 07:45 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : mirage.dvUSD.org/
 Phone Number : (602) 467-5300
 Fax Number : (602) 467-5380
 E-mail : Jennifer.Cruz@me.dvUSD.org

Mission

The mission of Mirage Elementary School is to teach and inspire students to be successful, life-long learners in their ever-changing world.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not 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 Mirage will expand use of standards based curriculum and instruction in all academic areas, as evidenced by increased numbers of Mirage students meeting or exceeding the standards in Reading, Math, and Writing on the AIMS test.
- ü Mirage will establish and maintain a secure campus, respond to parents in a timely manner and foster a positive school climate.
- ü Mirage will provide technology, professional development, and support to teachers to enhance student learning.
- ü Mirage will implement support programming for all students. This includes SAGE, RTI, and school-wide positive behavioral supports.

Enrollment

October 1, 2005 School Year Student Enrollment : 747
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 120

Instructional Programs

- Ü Gifted - SAGE Program
- Ü On-Site Special Education
- Ü Math Mentoring Program
- Ü Integrated Technology Program
- Ü Kindergarten Enrichment
- Ü Community Schools Pre-school

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Mirage is responsible for a safe, positive environment conducive to student growth and learning. The school has high expectations for student academic, social and emotional success. We nurture positive relationships between home and school.

Parents

Mirage parents are responsible for ensuring student attendance, homework support, supporting school policies including dress codes and behavior codes, and communicating regularly with the school and your child.

Mirage parents are encouraged to participate in the education of their children by volunteering in classrooms, involvement in on-site council/committees, PTSA and the mentoring program.

Transportation Policy

Mirage is a walking school, however, special needs students and some morning Kindergarten students are bused.

School Honors

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

Award/Honor	Year
Ü Largest School Team - Komen Race for the Cure	2001
Ü Deer Valley Teacher of the Year	2003
Ü Deer Valley Teacher of the Year	2004
Ü Deer Valley Teacher 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	87	2658	80010	93	99	99	459	460	447	3	5	10	15	11	18	62	61	53	20	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1252	38935	95	99	99	460	458	447	8	4	9	15	12	19	62	63	55	15	21	17
Male	48	1406	40974	91	99	98	459	462	448	NA	5	11	15	11	18	63	59	52	23	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	16	406	34545	94	97	99	436	441	432	6	11	14	19	19	24	69	57	53	6	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	67	2053	35142	94	99	99	466	465	465	3	4	5	15	10	11	58	62	56	24	25	28
Students with Disabilities	11	327	10161	61	92	93	434	430	419	18	21	28	27	23	28	45	46	36	9	10	8
Students without Disabilities	76	2331	69849	100	100	100	462	464	451	1	3	7	13	10	17	64	63	56	21	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	10	261	39029	91	95	98	NA	441	432	NA	11	14	NA	20	25	NA	54	52	NA	15	9
Non-Economically Disadvantaged	77	2397	40981	93	99	100	462	462	462	4	4	6	13	10	13	62	61	54	21	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	82	2643	79438	87	98	98	464	470	451	5	4	9	22	14	24	61	65	56	12	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1248	38775	93	99	99	473	475	457	8	3	7	13	12	22	61	66	58	18	19	13
Male	44	1395	40560	83	98	97	457	465	446	2	5	12	30	16	25	61	65	54	7	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	14	402	34297	82	96	98	440	449	434	7	10	14	36	23	31	57	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	64	2042	34887	90	99	98	470	474	471	5	3	4	19	12	15	61	68	63	16	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	76	2332	69850	100	100	100	465	474	456	3	2	7	21	12	23	63	68	59	13	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	73	2382	40753	88	99	99	466	472	467	5	3	5	22	13	16	59	66	62	14	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	89	2647	79971	95	98	99	436	437	423	4	4	8	36	34	41	56	59	49	3	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1251	38974	98	99	99	452	451	437	5	3	5	23	25	33	65	67	57	8	5	4
Male	49	1396	40895	92	98	98	423	425	410	4	5	10	47	42	47	49	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	16	403	34481	94	96	99	390	422	410	13	7	10	69	39	46	19	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	67	2043	35150	94	99	99	450	440	437	1	3	5	28	33	35	67	60	56	3	4	5
Students with Disabilities	16	328	10258	89	92	94	403	398	377	13	14	23	63	53	51	25	31	25	NA	2	1
Students without Disabilities	73	2319	69713	96	99	100	442	442	429	3	3	5	30	31	39	63	63	52	4	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	80	2389	40977	96	99	100	437	440	437	5	3	5	34	33	34	58	60	56	4	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	96	2846	80147	89	98	99	493	499	482	5	5	11	11	11	17	56	50	49	27	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1403	39281	89	99	99	501	497	483	NA	5	9	5	11	17	66	53	50	29	31	24
Male	55	1443	40780	89	98	98	488	501	482	9	6	12	16	11	17	49	47	48	25	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	21	405	33494	81	96	99	478	474	466	5	11	15	14	20	23	67	54	49	14	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	69	2215	36122	92	98	99	498	503	501	6	4	5	12	9	10	51	50	50	32	36	35
Students with Disabilities	23	362	10295	66	89	92	465	458	443	17	22	33	22	29	26	52	34	33	9	15	8
Students without Disabilities	73	2484	69852	100	100	100	501	505	488	1	3	7	8	8	16	58	53	51	33	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	13	291	38371	68	95	97	481	479	465	NA	11	15	15	18	23	77	51	49	8	21	13
Non-Economically Disadvantaged	83	2555	41776	93	99	100	495	501	498	6	5	6	11	10	11	53	50	49	30	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	91	2836	79686	84	98	98	493	488	470	2	5	11	12	15	24	73	67	57	13	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1404	39163	87	99	99	504	491	475	NA	4	9	5	14	22	80	68	60	15	15	10
Male	51	1432	40438	82	97	97	484	485	465	4	6	13	18	16	25	67	67	54	12	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	20	405	33299	77	96	98	483	467	452	NA	9	17	25	26	32	65	59	47	10	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	65	2209	35914	87	98	98	497	492	489	3	4	5	8	13	15	74	69	67	15	15	14
Students with Disabilities	18	350	9808	51	86	87	471	449	432	6	22	35	28	31	32	61	41	30	6	6	3
Students without Disabilities	73	2486	69878	100	100	100	497	493	475	1	2	8	8	13	23	75	71	61	15	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	63	94	97	478	468	452	NA	9	17	17	24	32	83	62	48	NA	6	3
Non-Economically Disadvantaged	79	2547	41591	89	98	99	495	490	486	3	4	6	11	14	16	71	68	65	15	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	107	2871	80372	99	99	99	475	490	475	4	2	4	29	20	30	65	75	64	2	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1417	39452	100	100	99	486	501	488	4	1	3	13	13	22	83	81	72	NA	4	3
Male	61	1454	40836	98	99	98	466	479	464	3	3	6	41	26	37	52	70	56	3	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	26	408	33608	100	97	99	468	477	462	4	4	6	35	25	36	62	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	74	2235	36213	99	99	99	476	491	489	4	2	2	27	19	22	66	76	72	3	3	3
Students with Disabilities	34	385	10526	97	94	94	434	446	427	12	9	15	50	46	53	32	43	31	6	1	1
Students without Disabilities	73	2486	69846	100	100	100	492	496	482	NA	1	3	19	16	26	81	80	69	NA	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	16	295	38521	84	96	98	475	477	461	6	3	6	19	27	38	75	68	55	NA	1	1
Non-Economically Disadvantaged	91	2576	41851	100	99	100	475	491	489	3	2	3	31	19	22	64	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	115	2780	79306	96	98	99	516	517	504	7	7	13	19	13	20	59	58	49	15	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1359	38845	95	98	99	520	516	505	2	5	11	22	14	20	63	62	50	13	19	18
Male	55	1416	40383	96	98	98	511	518	504	13	8	14	16	13	19	55	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	95	98	99	483	498	487	11	11	18	39	23	25	50	51	46	NA	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	NC	15	4034	NC	100	97	NC	488	479	NC	13	22	NC	20	29	NC	60	43	NC	7	7
White	86	2153	36234	96	98	99	522	521	523	6	6	6	16	11	13	60	60	52	17	23	28
Students with Disabilities	21	350	10286	81	91	91	518	472	462	19	29	41	24	30	27	48	36	27	10	5	5
Students without Disabilities	94	2430	69020	100	100	100	515	523	510	4	3	9	18	11	18	62	61	52	16	24	21
Limited English Proficient Students	NC	92	10291	NC	92	96	NC	462	458	NC	34	38	NC	41	34	NC	20	26	NC	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	109	2517	41869	97	99	100	517	519	521	6	6	7	19	13	14	60	59	51	15	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	115	2775	79000	96	98	98	502	505	489	5	5	10	17	15	24	65	68	58	12	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1360	38774	94	98	99	515	510	494	2	4	7	12	12	22	69	70	61	17	14	10
Male	56	1411	40150	98	98	98	489	500	485	9	6	12	23	17	25	61	65	55	7	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	17	398	32508	89	98	98	483	483	472	12	12	15	24	25	33	65	56	49	NA	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	NC	15	4016	NC	100	96	NC	478	467	NC	13	14	NC	40	37	NC	40	46	NC	7	2
White	87	2148	36135	97	98	98	505	509	508	5	4	4	16	12	14	66	70	67	14	14	15
Students with Disabilities	22	347	9991	85	90	88	502	460	449	18	21	33	18	40	36	50	35	29	14	4	2
Students without Disabilities	93	2428	69009	99	100	100	502	511	495	2	2	6	17	11	22	69	72	62	12	14	10
Limited English Proficient Students	NC	91	10199	NC	91	95	NC	439	439	NC	38	35	NC	45	47	NC	14	18	NC	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	109	2515	41766	97	99	99	503	507	505	6	4	5	15	13	16	68	69	65	12	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	119	2787	79611	99	99	99	509	515	496	3	3	7	27	26	37	67	70	56	3	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	1367	39016	98	99	99	521	528	511	3	2	4	18	17	29	76	80	66	3	1	1
Male	57	1415	40519	100	98	98	497	503	482	4	4	10	37	36	44	58	60	46	2	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	18	402	32855	95	99	99	506	498	481	NA	6	10	28	35	43	67	58	47	6	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	NC	15	3992	NC	100	96	NC	507	478	NC	7	10	NC	40	46	NC	53	44	NC	NA	0
White	90	2153	36380	100	98	99	512	518	511	3	2	4	28	25	30	67	72	65	2	1	1
Students with Disabilities	26	360	10664	100	94	94	504	468	440	8	11	23	27	56	54	54	32	22	12	1	1
Students without Disabilities	93	2427	68947	99	99	100	510	521	504	2	2	4	27	22	34	71	76	61	NA	1	1
Limited English Proficient Students	NC	96	10362	NC	96	97	NC	453	438	NC	18	22	NC	59	57	NC	23	21	NC	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	112	2522	41985	100	99	100	508	517	511	4	2	4	27	26	30	67	71	65	3	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	125	2934	79327	93	99	98	528	537	518	9	9	19	18	13	20	59	56	46	14	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1475	38961	94	99	98	529	540	520	9	8	16	22	13	20	52	56	48	17	24	16
Male	60	1456	40295	92	98	97	528	534	516	8	11	21	15	13	19	67	55	44	10	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	20	430	32327	100	99	98	526	515	499	15	19	27	10	19	25	70	50	41	5	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	91	2288	36373	93	98	98	530	541	538	8	7	10	19	12	14	59	57	52	14	24	25
Students with Disabilities	17	345	9321	61	91	87	453	486	467	35	39	54	18	24	22	41	31	21	6	6	3
Students without Disabilities	108	2589	70006	100	100	100	530	543	524	5	6	14	19	11	19	62	59	49	15	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	16	263	37097	89	93	97	533	513	498	6	21	27	19	17	25	69	50	41	6	12	7
Non-Economically Disadvantaged	109	2671	42230	94	99	99	528	539	535	9	8	11	18	13	15	58	56	50	15	23	24

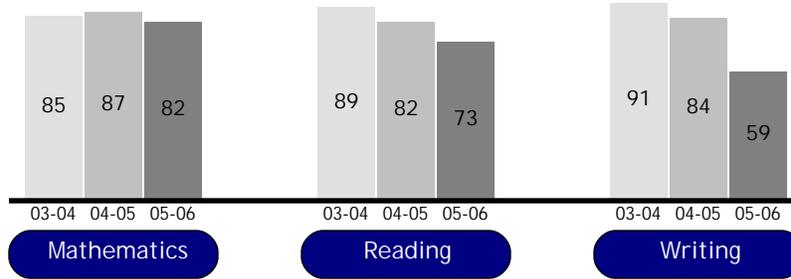
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2939	79501	99	99	98	507	514	497	5	5	10	23	16	25	67	73	60	5	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	1477	39062	99	99	99	513	522	502	4	3	8	19	12	23	72	76	64	4	8	5
Male	64	1458	40368	98	99	98	500	507	491	6	6	13	27	20	27	63	69	57	5	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	21	423	32389	100	97	98	504	496	478	10	11	16	19	24	34	71	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	96	2300	36446	98	99	99	509	518	516	2	3	4	25	14	15	67	75	73	6	7	7
Students with Disabilities	24	350	9411	86	93	88	454	469	453	21	25	36	38	38	36	33	35	26	8	3	1
Students without Disabilities	108	2589	70090	100	100	100	511	520	502	2	2	7	19	13	24	75	78	65	4	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	89	93	97	526	493	479	NA	11	16	6	25	34	94	62	49	NA	2	1
Non-Economically Disadvantaged	116	2676	42318	100	99	99	504	517	513	6	4	5	25	15	17	64	74	70	5	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	135	2943	80000	100	99	99	578	582	564	1	2	3	8	6	11	77	76	75	13	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	1484	39288	100	99	99	593	597	579	1	2	2	7	2	6	73	72	77	18	25	16
Male	64	1455	40644	98	98	98	563	566	549	2	2	4	9	9	15	81	79	74	8	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	21	429	32672	100	98	99	567	564	548	5	5	4	14	10	14	71	75	76	10	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	99	2297	36602	100	99	99	581	585	579	1	1	2	6	5	7	79	76	75	14	18	16
Students with Disabilities	27	358	9919	96	95	93	558	530	505	NA	7	9	30	23	35	52	67	54	19	4	2
Students without Disabilities	108	2585	70081	100	100	100	581	588	571	2	1	2	3	3	7	83	77	79	12	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	89	94	98	597	559	547	NA	5	4	6	11	15	88	74	76	6	10	5
Non-Economically Disadvantaged	119	2678	42466	100	99	100	576	584	578	2	2	2	8	5	7	76	76	75	14	18	16

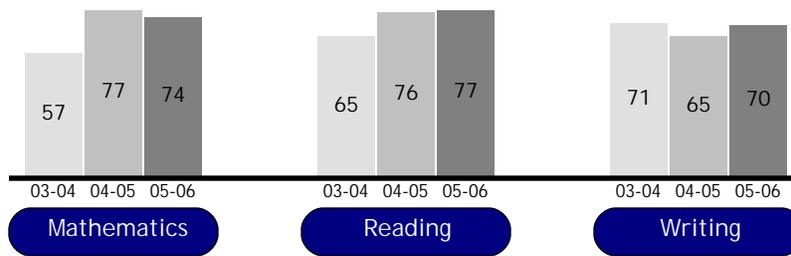
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	87	72	NA	58	98	47	57	47	87	56	59	46
	Language	90	59	61	50	98	47	58	47	87	59	63	48
	Mathematics	97	82	72	64	99	56	62	50	87	59	65	52
3	Reading	92	64	NA	55	97	54	55	44	85	54	59	46
	Language	94	69	70	61	97	51	53	44	96	50	58	46
	Mathematics	94	74	69	61	97	62	60	51	90	58	65	52
4	Reading	91	68	NA	56	92	59	57	48	81	67	63	52
	Language	91	61	63	52	92	59	59	49	96	58	65	52
	Mathematics	91	76	74	61	92	66	63	53	86	65	70	58
5	Reading	93	64	NA	55	92	58	60	50	86	67	67	56
	Language	90	50	60	49	92	56	59	50	89	65	65	54
	Mathematics	93	72	75	63	92	54	58	49	85	63	63	52
6	Reading	94	73	NA	56	96	58	61	51	88	61	67	56
	Language	93	61	60	48	96	52	58	47	90	52	61	50
	Mathematics	94	73	79	66	95	60	66	52	83	67	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)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Campus Improvement Plan
- Ü Student Achievement
- Ü School Safety Issues
- Ü Student Behavior
- Ü Budget
- Ü Data Collection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	45.20
Other Professional Staff	5.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	1	1	0	0
7 to 9 years	5	0	0	0
10 or more years	21	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	44
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Studio
- Ü Music Rooms
- Ü Art Room

Extracurricular Activities

- Ü Student Council
- Ü Chorus
- Ü Band
- Ü Cross-age Tutoring/Buddies
- Ü Homework Club

Social Services

- Ü Health Services
- Ü Food / Clothing Drives
- Ü Hearing/Vision Screenings
- Ü Scoliosis Exams
- Ü Food/clothing/gifts for needy

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü In an effort to maintain a safe and orderly learning environment, we were able to reduce the number of incidents resulting in referral to the office.

- ü To help students improve achievement test scores, we implemented an after school program to focus on skills in math, reading and writing. Evidence of improvement was determined by pre- and post-tests.

Student Activity Rates for School Year 2005-06

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

Mirage maintains a safe learning and working environment. We will continue to be vigilant, emphasize safety through the Urban Survival Program provided to us by the Phoenix Fire Department and encourage all visitors to sign in and obtain a visitor's pass while on campus.

This year we will spend time researching school-wide discipline and positive recognition models to assist us in reducing the number of discipline incidents this year.

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) :

1

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	Jennifer Cruz	(602) 467-5300
Transportation Policy	Cindi Finn	(602) 467-5079
Community Resources	Registrar	(602) 467-5300
School Nutrition Programs	Geoff Habgood	(602) 445-5091
Parent Organization	Christine McFarland	(602) 467-5300
Student Health/Nurse	Amy LaFon	(602) 467-5310

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

Total cost of printing: 16 Pages X .0243 Per page X 700 Copies = \$272.00

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

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