

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4701 W. Grovers Ave., 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
2003-04	Performing

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

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 Overview

Principal/Administrator : Mrs. Susan Lynne Andersen Clark
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-6
 Web Address : bellair.dvusd.org/
 Phone Number : (602) 467-5700
 Fax Number : (602) 467-5780
 E-mail : sue.clark@be.dvusd.org

Mission

The Bellair staff's mission and philosophy is to provide an educational environment that ensures teaching for learning for all and promotes positive student growth in social and emotional behavior.

Our ultimate goal is to develop productive citizens for our ever-changing society.

Students receive an educational experience acquiring basic skills through a thematic/eclectic approach fostering their love for learning. Specialized programs and full inclusion meet individual student needs.

School / Academic Goals

- ü To improve student self-esteem and respectful behavior.
- ü To enhance student learning and achievement through research based instructional strategies and implementation of a standards based curriculum.
- ü Promote parent/community involvement through volunteer opportunities.
- ü Include early childhood in learning opportunities.

Enrollment

October 1, 2005 School Year Student Enrollment : 671
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 151

Instructional Programs

- Ü On-site Special Education/Preschool
- Ü Gifted Program
- Ü Reading
- Ü Band
- Ü Chorus/Music
- Ü Intramurals

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

Bellair communicates to parents its policies, procedures and discipline program to maintain a safe and orderly environment and to increase parent involvement. School goals are focused on maintaining high expectations and high academic standards.

Parents

Parents provide children with the proper home environment to ensure physical and mental preparation to learn. Consistent attendance and punctuality is critical. Involvement and support of school programs is encouraged.

Transportation Policy

Students in grades 1-6 living beyond one mile from our school attendance area are bused, as well as all Kindergarten students living more than 1/2 mile. Special Education and 504 students are bused when appropriate.

School Honors

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

Award/Honor	Year
Ü \$1,000 Walmart Grant	2004
Ü Wells Fargo Grant	2004
Ü Artist-in-Resident Grant	2006
Ü Film Festival Winners	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	91	2658	80010	100	99	99	453	460	447	3	5	10	21	11	18	55	61	53	21	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1252	38935	100	99	99	453	458	447	4	4	9	22	12	19	54	63	55	20	21	17
Male	45	1406	40974	100	99	98	454	462	448	2	5	11	20	11	18	56	59	52	22	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	10	406	34545	100	97	99	NA	441	432	NA	11	14	NA	19	24	NA	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	--	18	3979	--	90	96	--	434	424	--	11	17	--	17	30	--	67	47	--	6	6
White	67	2053	35142	100	99	99	456	465	465	3	4	5	19	10	11	55	62	56	22	25	28
Students with Disabilities	19	327	10161	95	92	93	437	430	419	5	21	28	32	23	28	53	46	36	11	10	8
Students without Disabilities	72	2331	69849	100	100	100	458	464	451	3	3	7	18	10	17	56	63	56	24	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	12	261	39029	86	95	98	432	441	432	NA	11	14	42	20	25	58	54	52	NA	15	9
Non-Economically Disadvantaged	79	2397	40981	100	99	100	457	462	462	4	4	6	18	10	13	54	61	54	24	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	91	2643	79438	100	98	98	463	470	451	2	4	9	22	14	24	67	65	56	9	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1248	38775	100	99	99	471	475	457	NA	3	7	22	12	22	63	66	58	15	19	13
Male	45	1395	40560	100	98	97	454	465	446	4	5	12	22	16	25	71	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	10	402	34297	100	96	98	NA	449	434	NA	10	14	NA	23	31	NA	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	--	18	3940	--	90	95	--	445	429	--	NA	14	--	39	36	--	61	47	--	NA	3
White	67	2042	34887	100	99	98	464	474	471	3	3	4	22	12	15	64	68	63	10	17	18
Students with Disabilities	19	311	9588	95	88	88	439	437	416	NA	14	30	42	32	32	53	47	34	5	7	5
Students without Disabilities	72	2332	69850	100	100	100	469	474	456	3	2	7	17	12	23	71	68	59	10	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	12	261	38685	86	95	97	439	445	435	8	11	14	25	25	32	67	55	50	NA	10	5
Non-Economically Disadvantaged	79	2382	40753	100	99	99	466	472	467	1	3	5	22	13	16	67	66	62	10	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	91	2647	79971	100	98	99	416	437	423	3	4	8	56	34	41	41	59	49	NA	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1251	38974	100	99	99	435	451	437	NA	3	5	46	25	33	54	67	57	NA	5	4
Male	45	1396	40895	100	98	98	397	425	410	7	5	10	67	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	10	403	34481	100	96	99	NA	422	410	NA	7	10	NA	39	46	NA	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	--	19	3995	--	95	96	--	416	409	--	11	10	--	37	47	--	53	42	--	NA	1
White	67	2043	35150	100	99	99	412	440	437	4	3	5	58	33	35	37	60	56	NA	4	5
Students with Disabilities	19	328	10258	95	92	94	395	398	377	5	14	23	84	53	51	11	31	25	NA	2	1
Students without Disabilities	72	2319	69713	100	99	100	422	442	429	3	3	5	49	31	39	49	63	52	NA	4	3
Limited English Proficient Students	NC	132	13985	NC	91	97	NC	383	382	NC	16	18	NC	57	54	NC	27	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	12	258	38994	86	93	98	400	414	409	17	11	10	42	38	47	42	50	41	NA	2	1
Non-Economically Disadvantaged	79	2389	40977	100	99	100	418	440	437	1	3	5	58	33	34	41	60	56	NA	4	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	2846	80147	99	98	99	480	499	482	5	5	11	13	11	17	70	50	49	12	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1403	39281	100	99	99	484	497	483	4	5	9	10	11	17	72	53	50	14	31	24
Male	49	1443	40780	98	98	98	476	501	482	6	6	12	16	11	17	67	47	48	10	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	14	405	33494	93	96	99	466	474	466	7	11	15	14	20	23	79	54	49	NA	16	14
Asian/Pacific Islander	--	116	2103	--	98	99	--	520	515	--	1	4	--	3	8	--	50	44	--	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	79	2215	36122	100	98	99	483	503	501	4	4	5	14	9	10	68	50	50	14	36	35
Students with Disabilities	12	362	10295	100	89	92	441	458	443	17	22	33	42	29	26	42	34	33	NA	15	8
Students without Disabilities	87	2484	69852	99	100	100	485	505	488	3	3	7	9	8	16	74	53	51	14	36	26
Limited English Proficient Students	--	107	12722	--	94	97	--	438	441	--	30	27	--	30	33	--	38	37	--	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	13	291	38371	100	95	97	481	479	465	8	11	15	8	18	23	69	51	49	15	21	13
Non-Economically Disadvantaged	86	2555	41776	99	99	100	480	501	498	5	5	6	14	10	11	70	50	49	12	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	100	2836	79686	100	98	98	480	488	470	2	5	11	19	15	24	73	67	57	6	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1404	39163	100	99	99	489	491	475	2	4	9	10	14	22	80	68	60	8	15	10
Male	50	1432	40438	100	97	97	472	485	465	2	6	13	28	16	25	66	67	54	4	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	15	405	33299	100	96	98	475	467	452	NA	9	17	27	26	32	67	59	47	7	6	3
Asian/Pacific Islander	--	115	2097	--	97	99	--	498	490	--	3	5	--	10	13	--	69	68	--	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	79	2209	35914	100	98	98	482	492	489	3	4	5	18	13	15	73	69	67	6	15	14
Students with Disabilities	12	350	9808	100	86	87	455	449	432	8	22	35	42	31	32	50	41	30	NA	6	3
Students without Disabilities	88	2486	69878	100	100	100	484	493	475	1	2	8	16	13	23	76	71	61	7	14	9
Limited English Proficient Students	--	106	12594	--	93	96	--	421	422	--	31	34	--	46	45	--	23	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	13	289	38095	100	94	97	468	468	452	NA	9	17	23	24	32	77	62	48	NA	6	3
Non-Economically Disadvantaged	87	2547	41591	100	98	99	482	490	486	2	4	6	18	14	16	72	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	100	2871	80372	100	99	99	475	490	475	1	2	4	35	20	30	64	75	64	NA	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1417	39452	100	100	99	492	501	488	NA	1	3	20	13	22	80	81	72	NA	4	3
Male	50	1454	40836	100	99	98	459	479	464	2	3	6	50	26	37	48	70	56	NA	2	1
African American	NC	86	4264	NC	100	99	NC	489	465	NC	1	5	NC	19	35	NC	80	59	NC	NA	1
Hispanic	15	408	33608	100	97	99	480	477	462	NA	4	6	27	25	36	73	70	57	NA	1	1
Asian/Pacific Islander	--	116	2098	--	98	99	--	509	500	--	NA	2	--	13	16	--	78	75	--	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	79	2235	36213	100	99	99	474	491	489	1	2	2	38	19	22	61	76	72	NA	3	3
Students with Disabilities	12	385	10526	100	94	94	433	446	427	8	9	15	58	46	53	33	43	31	NA	1	1
Students without Disabilities	88	2486	69846	100	100	100	481	496	482	NA	1	3	32	16	26	68	80	69	NA	3	2
Limited English Proficient Students	--	108	12747	--	95	97	--	434	432	--	13	12	--	48	52	--	39	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	13	295	38521	100	96	98	490	477	461	NA	3	6	23	27	38	77	68	55	NA	1	1
Non-Economically Disadvantaged	87	2576	41851	100	99	100	473	491	489	1	2	3	37	19	22	62	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	96	2780	79306	100	98	99	500	517	504	7	7	13	21	13	20	58	58	49	14	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1359	38845	100	98	99	509	516	505	4	5	11	14	14	20	66	62	50	16	19	18
Male	45	1416	40383	100	98	98	492	518	504	9	8	14	29	13	19	51	55	47	11	25	19
African American	--	109	4171	--	98	98	--	505	485	--	8	20	--	22	26	--	54	44	--	16	10
Hispanic	17	398	32673	100	98	99	498	498	487	6	11	18	18	23	25	59	51	46	18	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	77	2153	36234	100	98	99	502	521	523	6	6	6	21	11	13	60	60	52	13	23	28
Students with Disabilities	NC	350	10286	NC	91	91	NC	472	462	NC	29	41	NC	30	27	NC	36	27	NC	5	5
Students without Disabilities	87	2430	69020	100	100	100	503	523	510	5	3	9	21	11	18	60	61	52	15	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	10	263	37437	100	95	97	NA	499	486	NA	13	19	NA	21	26	NA	51	46	NA	15	9
Non-Economically Disadvantaged	86	2517	41869	100	99	100	501	519	521	7	6	7	20	13	14	59	59	51	14	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	95	2775	79000	100	98	98	492	505	489	6	5	10	24	15	24	63	68	58	6	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1360	38774	100	98	99	501	510	494	2	4	7	20	12	22	68	70	61	10	14	10
Male	45	1411	40150	100	98	98	482	500	485	11	6	12	29	17	25	58	65	55	2	11	8
African American	--	111	4153	--	100	98	--	493	476	--	5	13	--	23	30	--	68	53	--	4	4
Hispanic	17	398	32508	100	98	98	492	483	472	6	12	15	18	25	33	71	56	49	6	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	77	2148	36135	100	98	98	493	509	508	6	4	4	25	12	14	62	70	67	6	14	15
Students with Disabilities	NC	347	9991	NC	90	88	NC	460	449	NC	21	33	NC	40	36	NC	35	29	NC	4	2
Students without Disabilities	86	2428	69009	100	100	100	497	511	495	5	2	6	22	11	22	66	72	62	7	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	10	260	37234	100	94	97	NA	488	472	NA	9	15	NA	28	33	NA	55	50	NA	8	3
Non-Economically Disadvantaged	85	2515	41766	100	99	99	494	507	505	5	4	5	25	13	16	65	69	65	6	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	96	2787	79611	100	99	99	496	515	496	8	3	7	32	26	37	59	70	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1367	39016	100	99	99	511	528	511	6	2	4	18	17	29	76	80	66	NA	1	1
Male	45	1415	40519	100	98	98	482	503	482	9	4	10	49	36	44	42	60	46	NA	0	0
African American	--	111	4188	--	100	98	--	508	486	--	6	9	--	23	40	--	71	50	--	NA	0
Hispanic	17	402	32855	100	99	99	493	498	481	6	6	10	35	35	43	59	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	77	2153	36380	100	98	99	498	518	511	8	2	4	31	25	30	61	72	65	NA	1	1
Students with Disabilities	NC	360	10664	NC	94	94	NC	468	440	NC	11	23	NC	56	54	NC	32	22	NC	1	1
Students without Disabilities	87	2427	68947	100	99	100	504	521	504	6	2	4	29	22	34	66	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	10	265	37626	100	96	98	NA	493	479	NA	8	10	NA	32	45	NA	60	45	NA	NA	0
Non-Economically Disadvantaged	86	2522	41985	100	99	100	495	517	511	8	2	4	33	26	30	59	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	110	2934	79327	100	99	98	520	537	518	10	9	19	18	13	20	62	56	46	10	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1475	38961	98	99	98	520	540	520	7	8	16	18	13	20	69	56	48	7	24	16
Male	63	1456	40295	98	98	97	523	534	516	10	11	21	19	13	19	59	55	44	13	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	11	430	32327	100	99	98	525	515	499	NA	19	27	27	19	25	64	50	41	9	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	90	2288	36373	98	98	98	521	541	538	9	7	10	19	12	14	62	57	52	10	24	25
Students with Disabilities	13	345	9321	100	91	87	472	486	467	38	39	54	31	24	22	31	31	21	NA	6	3
Students without Disabilities	97	2589	70006	99	100	100	526	543	524	6	6	14	16	11	19	66	59	49	11	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	11	263	37097	92	93	97	503	513	498	27	21	27	27	17	25	36	50	41	9	12	7
Non-Economically Disadvantaged	99	2671	42230	100	99	99	522	539	535	8	8	11	17	13	15	65	56	50	10	23	24

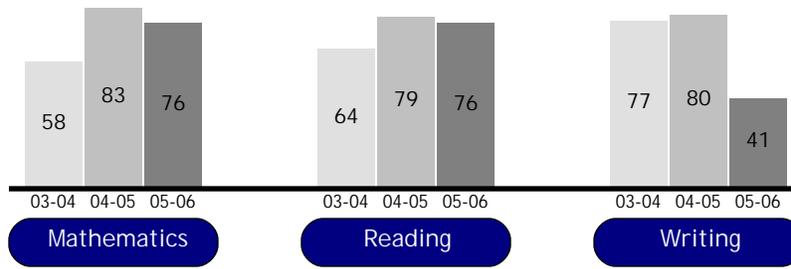
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	2939	79501	100	99	98	507	514	497	5	5	10	19	16	25	74	73	60	3	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1477	39062	98	99	99	513	522	502	4	3	8	11	12	23	80	76	64	4	8	5
Male	63	1458	40368	98	99	98	505	507	491	5	6	13	22	20	27	71	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	11	423	32389	100	97	98	508	496	478	NA	11	16	18	24	34	82	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	90	2300	36446	98	99	99	509	518	516	6	3	4	16	14	15	76	75	73	3	7	7
Students with Disabilities	13	350	9411	100	93	88	454	469	453	38	25	36	38	38	36	23	35	26	NA	3	1
Students without Disabilities	97	2589	70090	99	100	100	514	520	502	NA	2	7	16	13	24	80	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	11	263	37183	92	93	97	496	493	479	9	11	16	27	25	34	64	62	49	NA	2	1
Non-Economically Disadvantaged	99	2676	42318	100	99	99	508	517	513	4	4	5	18	15	17	75	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	110	2943	80000	100	99	99	549	582	564	5	2	3	12	6	11	75	76	75	7	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1484	39288	98	99	99	563	597	579	9	2	2	2	2	6	71	72	77	18	25	16
Male	63	1455	40644	98	98	98	542	566	549	3	2	4	17	9	15	79	79	74	NA	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	11	429	32672	100	98	99	561	564	548	9	5	4	NA	10	14	82	75	76	9	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	90	2297	36602	98	99	99	545	585	579	6	1	2	13	5	7	74	76	75	7	18	16
Students with Disabilities	13	358	9919	100	95	93	517	530	505	NA	7	9	46	23	35	54	67	54	NA	4	2
Students without Disabilities	97	2585	70081	99	100	100	553	588	571	6	1	2	7	3	7	78	77	79	8	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	11	265	37534	92	94	98	573	559	547	NA	5	4	NA	11	15	100	74	76	NA	10	5
Non-Economically Disadvantaged	99	2678	42466	100	99	100	546	584	578	6	2	2	13	5	7	73	76	75	8	18	16

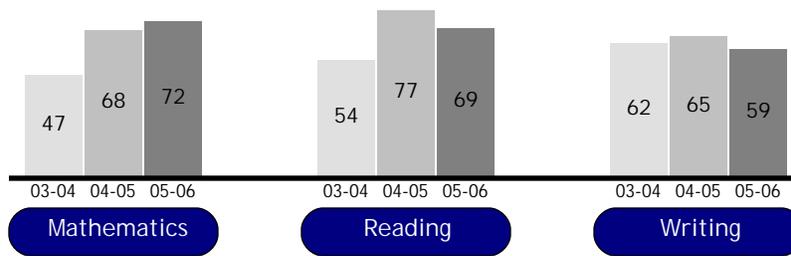
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	89	60	NA	58	98	55	57	47	100	48	59	46
	Language	97	52	61	50	98	49	58	47	100	54	63	48
	Mathematics	100	60	72	64	100	54	62	50	100	61	65	52
3	Reading	97	56	NA	55	99	54	55	44	99	58	59	46
	Language	97	61	70	61	99	53	53	44	100	54	58	46
	Mathematics	97	57	69	61	99	64	60	51	99	59	65	52
4	Reading	100	60	NA	56	99	49	57	48	100	59	63	52
	Language	100	49	63	52	99	50	59	49	100	58	65	52
	Mathematics	100	60	74	61	99	53	63	53	100	63	70	58
5	Reading	100	56	NA	55	100	56	60	50	100	58	67	56
	Language	100	52	60	49	100	53	59	50	100	58	65	54
	Mathematics	100	63	75	63	100	49	58	49	100	52	63	52
6	Reading	100	70	NA	56	100	57	61	51	99	59	67	56
	Language	100	59	60	48	100	53	58	47	99	48	61	50
	Mathematics	100	79	79	66	100	64	66	52	99	63	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)
- 8 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Achievement
- Ü Safe Schools
- Ü Parent and Community Involvement
- Ü Human Resources
- Ü Technology

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	33.00
Other Professional Staff	3.00	Teacher Aide	3.00

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	3	0	0	0
7 to 9 years	6	2	0	0
10 or more years	10	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	134
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 Kindergarten Playground
- Ü Preschool
- Ü Multipurpose building

Extracurricular Activities

- Ü Chorus
- Ü Karate
- Ü Band
- Ü Young Rembrandts
- Ü Imovie Club
- Ü Girl Scouts
- Ü Student Council

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Homework Club
- Ü General Education Intervention Team

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Successful 'No Tolerance For Violence' policy where children are taught to recognize violent situations before they occur and to use techniques to avoid violence.

- ü Literature-based reading program to include a strong decoding component and emphasis on comprehension and writing skills.

- ü Film Festival winners

- ü Character Counts Program

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	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

We are a No Tolerance For Violence school. We use a positive system for students to learn ways to avoid violence. Some are: Character Counts, Get Real About Violence and Tobacco, practice safety drills monthly, adult supervision, secured campus, visitor screening, volunteer training, nurse on site, and use of District Rights & Responsibilities/Emergency Plan handbook.

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	Susan Andersen Clark	(602) 467-5721
Transportation Policy	Nick Portonova	(602) 467-5090
Community Resources	Kenna Hough	(623) 445-5017
School Nutrition Programs	Elizabeth Walmsley	(602) 467-5714
Parent Organization	Jennifer Root	(602) 896-2624
Student Health/Nurse	Andrea Gearing	(602) 467-5710

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.