

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

19602 N. 45th 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	Highly Performing
2004-05	Highly Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Celeste J. Enochs
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-6
 Web Address : mountainshadows.dvusd.org/
 Phone Number : (623) 445-4300
 Fax Number : (623) 445-4380
 E-mail : Celeste.Enochs@ms.dvusd.org

Mission

Mountain Shadows Elementary School ensures that all students become confident, creative, and responsible citizens who will acquire academic and social skills in an atmosphere conducive to learning which sets and meets high expectations, focuses on the success and growth of the individual, provides high quality instruction, and joins the community in the celebration of teaching and learning for all.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To increase the number of students in grades 3 - 6 who meet or exceed the Arizona Academic Standards in mathematics
- ü To increase the number of students in grades 3 - 6 who meet or exceed the Arizona Academic Standards in reading
- ü To increase the number of students in grades 3 - 6 who meet or exceed the Arizona Academic Standards in writing

Enrollment

October 1, 2005 School Year Student Enrollment : 793
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 750

Instructional Programs

- Ü General Education
- Ü Special Education
- Ü Gifted Education
- Ü English Language Learning
- Ü Kindergarten Enrichment
- Ü Physical Education
- Ü Art, Music, Band, Chorus
- Ü Extracurricular Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The school is responsible for providing a safe and orderly environment for students, parents, and staff. Every teacher is responsible for providing a comprehensive education for every student, and include a range of instructional strategies that enables every student to learn. In collaboration with teachers, students, parents, and the community, our school fosters mutual cooperation, emotional support, and personal growth as we work together.

Parents

Parents are expected to attend to their child's physical and emotional needs and require consistent attendance in school. It is a parent's responsibility to take an active role in their child's education and communicate with the school throughout the year. Parents are expected to set home conditions that support children as students, including a time and place for homework. Membership in the PTSA supports all aspects of the school and is encouraged.

Transportation Policy

Deer Valley authorizes transportation to and from school for special education students with individual education plans; kindergarten students who live beyond a one-half mile radius from school; and students in grades 1 through 6 who live more than one mile from school.

School Honors

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

Award/Honor	Year
Ü Arizona PTA Local, Regional, State Award Recipient - PTSA	2005
Ü Arizona PTA Reflections student awards	2005
Ü AZ Commission on the Arts Project Grant	2006
Ü Wells Fargo Grants	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	100	2658	80010	100	99	99	455	460	447	4	5	10	11	11	18	66	61	53	19	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1252	38935	100	99	99	454	458	447	2	4	9	17	12	19	62	63	55	19	21	17
Male	58	1406	40974	100	99	98	455	462	448	5	5	11	7	11	18	69	59	52	19	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	14	406	34545	100	97	99	439	441	432	NA	11	14	29	19	24	64	57	53	7	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	81	2053	35142	100	99	99	458	465	465	5	4	5	9	10	11	64	62	56	22	25	28
Students with Disabilities	18	327	10161	100	92	93	432	430	419	17	21	28	11	23	28	67	46	36	6	10	8
Students without Disabilities	82	2331	69849	100	100	100	460	464	451	1	3	7	11	10	17	66	63	56	22	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	100	95	98	440	441	432	8	11	14	8	20	25	67	54	52	17	15	9
Non-Economically Disadvantaged	88	2397	40981	100	99	100	457	462	462	3	4	6	11	10	13	66	61	54	19	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	100	2643	79438	100	98	98	467	470	451	3	4	9	19	14	24	62	65	56	16	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1248	38775	100	99	99	478	475	457	NA	3	7	12	12	22	69	66	58	19	19	13
Male	58	1395	40560	100	98	97	460	465	446	5	5	12	24	16	25	57	65	54	14	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	100	96	98	461	449	434	7	10	14	7	23	31	71	54	50	14	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	81	2042	34887	100	99	98	468	474	471	2	3	4	22	12	15	58	68	63	17	17	18
Students with Disabilities	18	311	9588	100	88	88	444	437	416	11	14	30	28	32	32	56	47	34	6	7	5
Students without Disabilities	82	2332	69850	100	100	100	472	474	456	1	2	7	17	12	23	63	68	59	18	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	100	95	97	450	445	435	8	11	14	17	25	32	67	55	50	8	10	5
Non-Economically Disadvantaged	88	2382	40753	100	99	99	470	472	467	2	3	5	19	13	16	61	66	62	17	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	99	2647	79971	100	98	99	441	437	423	3	4	8	34	34	41	56	59	49	7	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1251	38974	100	99	99	469	451	437	2	3	5	10	25	33	73	67	57	15	5	4
Male	58	1396	40895	100	98	98	421	425	410	3	5	10	52	42	47	43	51	41	2	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	14	403	34481	100	96	99	442	422	410	7	7	10	14	39	46	71	52	43	7	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	80	2043	35150	100	99	99	440	440	437	3	3	5	38	33	35	55	60	56	5	4	5
Students with Disabilities	18	328	10258	100	92	94	417	398	377	NA	14	23	61	53	51	33	31	25	6	2	1
Students without Disabilities	81	2319	69713	100	99	100	446	442	429	4	3	5	28	31	39	60	63	52	7	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	100	93	98	440	414	409	NA	11	10	42	38	47	50	50	41	8	2	1
Non-Economically Disadvantaged	87	2389	40977	100	99	100	441	440	437	3	3	5	33	33	34	56	60	56	7	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	126	2846	80147	95	98	99	524	499	482	2	5	11	4	11	17	40	50	49	55	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1403	39281	96	99	99	514	497	483	2	5	9	6	11	17	47	53	50	45	31	24
Male	75	1443	40780	95	98	98	532	501	482	1	6	12	3	11	17	35	47	48	61	36	24
African American	11	84	4249	100	99	99	533	486	464	NA	8	17	NA	15	22	27	50	48	73	26	13
Hispanic	12	405	33494	100	96	99	505	474	466	8	11	15	8	20	23	42	54	49	42	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	--	25	4117	--	96	96	--	474	456	--	16	19	--	24	27	--	36	46	--	24	8
White	97	2215	36122	94	98	99	524	503	501	1	4	5	4	9	10	41	50	50	54	36	35
Students with Disabilities	NC	362	10295	NC	89	92	NC	458	443	NC	22	33	NC	29	26	NC	34	33	NC	15	8
Students without Disabilities	119	2484	69852	100	100	100	528	505	488	1	3	7	3	8	16	39	53	51	57	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	100	95	97	538	479	465	8	11	15	NA	18	23	15	51	49	77	21	13
Non-Economically Disadvantaged	113	2555	41776	95	99	100	523	501	498	1	5	6	4	10	11	42	50	49	52	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	126	2836	79686	95	98	98	497	488	470	2	5	11	8	15	24	75	67	57	14	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1404	39163	96	99	99	492	491	475	4	4	9	10	14	22	78	68	60	8	15	10
Male	75	1432	40438	95	97	97	501	485	465	1	6	13	7	16	25	73	67	54	19	11	7
African American	11	82	4228	100	96	98	502	479	458	NA	5	15	9	16	28	64	74	53	27	5	4
Hispanic	12	405	33299	100	96	98	471	467	452	8	9	17	25	26	32	67	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	--	24	4087	--	92	96	--	461	446	--	13	16	--	33	38	--	50	44	--	4	2
White	97	2209	35914	94	98	98	500	492	489	2	4	5	6	13	15	77	69	67	14	15	14
Students with Disabilities	NC	350	9808	NC	86	87	NC	449	432	NC	22	35	NC	31	32	NC	41	30	NC	6	3
Students without Disabilities	119	2486	69878	100	100	100	499	493	475	2	2	8	8	13	23	76	71	61	14	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	13	289	38095	100	94	97	495	468	452	NA	9	17	8	24	32	69	62	48	23	6	3
Non-Economically Disadvantaged	113	2547	41591	95	98	99	498	490	486	3	4	6	8	14	16	76	68	65	13	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	133	2871	80372	100	99	99	507	490	475	1	2	4	12	20	30	83	75	64	4	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1417	39452	100	100	99	513	501	488	2	1	3	6	13	22	87	81	72	6	4	3
Male	80	1454	40836	100	99	98	503	479	464	NA	3	6	16	26	37	81	70	56	3	2	1
African American	11	86	4264	100	100	99	519	489	465	NA	1	5	9	19	35	91	80	59	NA	NA	1
Hispanic	12	408	33608	100	97	99	490	477	462	NA	4	6	17	25	36	83	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	--	25	4128	--	96	97	--	462	464	--	4	4	--	32	39	--	64	56	--	NA	1
White	103	2235	36213	100	99	99	506	491	489	1	2	2	12	19	22	83	76	72	4	3	3
Students with Disabilities	13	385	10526	100	94	94	463	446	427	8	9	15	38	46	53	54	43	31	NA	1	1
Students without Disabilities	120	2486	69846	100	100	100	511	496	482	NA	1	3	9	16	26	87	80	69	4	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	100	96	98	498	477	461	NA	3	6	23	27	38	69	68	55	8	1	1
Non-Economically Disadvantaged	120	2576	41851	100	99	100	508	491	489	1	2	3	11	19	22	85	76	72	3	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	122	2780	79306	100	98	99	504	517	504	6	7	13	20	13	20	59	58	49	15	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1359	38845	100	98	99	502	516	505	5	5	11	26	14	20	55	62	50	14	19	18
Male	64	1416	40383	100	98	98	506	518	504	6	8	14	16	13	19	63	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	15	398	32673	100	98	99	507	498	487	NA	11	18	27	23	25	53	51	46	20	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	91	2153	36234	100	98	99	503	521	523	7	6	6	20	11	13	59	60	52	14	23	28
Students with Disabilities	18	350	10286	100	91	91	474	472	462	17	29	41	39	30	27	39	36	27	6	5	5
Students without Disabilities	104	2430	69020	100	100	100	509	523	510	4	3	9	17	11	18	63	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	115	2517	41869	100	99	100	503	519	521	6	6	7	21	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	122	2775	79000	100	98	98	496	505	489	5	5	10	20	15	24	63	68	58	12	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1360	38774	100	98	99	501	510	494	3	4	7	21	12	22	59	70	61	17	14	10
Male	64	1411	40150	100	98	98	492	500	485	6	6	12	19	17	25	67	65	55	8	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	15	398	32508	100	98	98	497	483	472	NA	12	15	40	25	33	40	56	49	20	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	91	2148	36135	100	98	98	497	509	508	7	4	4	16	12	14	65	70	67	12	14	15
Students with Disabilities	18	347	9991	100	90	88	470	460	449	17	21	33	28	40	36	56	35	29	NA	4	2
Students without Disabilities	104	2428	69009	100	100	100	501	511	495	3	2	6	18	11	22	64	72	62	14	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	115	2515	41766	100	99	99	495	507	505	5	4	5	21	13	16	62	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	121	2787	79611	100	99	99	512	515	496	1	3	7	31	26	37	69	70	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1367	39016	100	99	99	524	528	511	2	2	4	17	17	29	81	80	66	NA	1	1
Male	63	1415	40519	100	98	98	501	503	482	NA	4	10	43	36	44	57	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	15	402	32855	100	99	99	520	498	481	NA	6	10	33	35	43	67	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	90	2153	36380	99	98	99	516	518	511	NA	2	4	29	25	30	71	72	65	NA	1	1
Students with Disabilities	17	360	10664	94	94	94	471	468	440	6	11	23	65	56	54	29	32	22	NA	1	1
Students without Disabilities	104	2427	68947	100	99	100	519	521	504	NA	2	4	25	22	34	75	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	114	2522	41985	100	99	100	512	517	511	1	2	4	31	26	30	68	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	126	2934	79327	100	99	98	532	537	518	6	9	19	16	13	20	64	56	46	13	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	1475	38961	98	99	98	533	540	520	5	8	16	15	13	20	71	56	48	10	24	16
Male	63	1456	40295	100	98	97	532	534	516	8	11	21	17	13	19	57	55	44	17	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	NC	430	32327	NC	99	98	NC	515	499	NC	19	27	NC	19	25	NC	50	41	NC	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	--	22	4391	--	85	96	--	521	489	--	14	32	--	18	27	--	59	36	--	9	4
White	108	2288	36373	99	98	98	534	541	538	6	7	10	15	12	14	65	57	52	14	24	25
Students with Disabilities	19	345	9321	100	91	87	499	486	467	32	39	54	26	24	22	32	31	21	11	6	3
Students without Disabilities	107	2589	70006	100	100	100	538	543	524	2	6	14	14	11	19	70	59	49	14	24	18
Limited English Proficient Students	NC	91	9431	NC	98	95	NC	473	466	NC	56	53	NC	21	27	NC	18	18	NC	5	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	263	37097	NC	93	97	NC	513	498	NC	21	27	NC	17	25	NC	50	41	NC	12	7
Non-Economically Disadvantaged	120	2671	42230	100	99	99	532	539	535	7	8	11	16	13	15	64	56	50	13	23	24

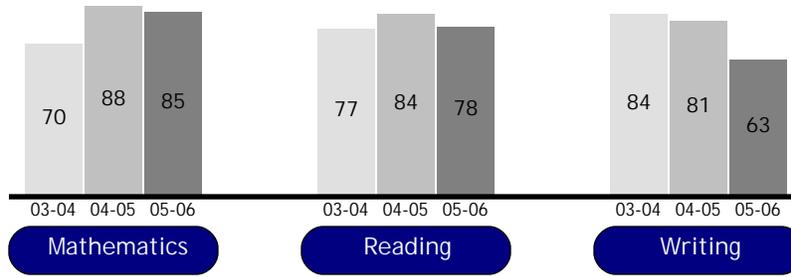
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2939	79501	100	99	98	517	514	497	2	5	10	15	16	25	75	73	60	8	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	1477	39062	98	99	99	522	522	502	2	3	8	11	12	23	81	76	64	6	8	5
Male	63	1458	40368	100	99	98	513	507	491	3	6	13	19	20	27	68	69	57	10	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	NC	423	32389	NC	97	98	NC	496	478	NC	11	16	NC	24	34	NC	62	48	NC	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	--	23	4401	--	88	96	--	499	473	--	13	17	--	13	40	--	70	43	--	4	1
White	108	2300	36446	99	99	99	518	518	516	3	3	4	13	14	15	76	75	73	8	7	7
Students with Disabilities	19	350	9411	100	93	88	490	469	453	16	25	36	26	38	36	53	35	26	5	3	1
Students without Disabilities	107	2589	70090	100	100	100	522	520	502	NA	2	7	13	13	24	79	78	65	8	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	NC	263	37183	NC	93	97	NC	493	479	NC	11	16	NC	25	34	NC	62	49	NC	2	1
Non-Economically Disadvantaged	120	2676	42318	100	99	99	518	517	513	2	4	5	14	15	17	76	74	70	8	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	126	2943	80000	100	99	99	594	582	564	1	2	3	2	6	11	75	76	75	22	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	1484	39288	98	99	99	609	597	579	2	2	2	NA	2	6	65	72	77	34	25	16
Male	63	1455	40644	100	98	98	577	566	549	NA	2	4	5	9	15	86	79	74	10	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	NC	429	32672	NC	98	99	NC	564	548	NC	5	4	NC	10	14	NC	75	76	NC	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	--	23	4424	--	88	97	--	592	549	--	NA	3	--	9	14	--	78	77	--	13	5
White	108	2297	36602	99	99	99	593	585	579	1	1	2	3	5	7	72	76	75	24	18	16
Students with Disabilities	19	358	9919	100	95	93	545	530	505	NA	7	9	16	23	35	84	67	54	NA	4	2
Students without Disabilities	107	2585	70081	100	100	100	603	588	571	1	1	2	NA	3	7	73	77	79	26	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	NC	265	37534	NC	94	98	NC	559	547	NC	5	4	NC	11	15	NC	74	76	NC	10	5
Non-Economically Disadvantaged	120	2678	42466	100	99	100	595	584	578	1	2	2	3	5	7	73	76	75	23	18	16

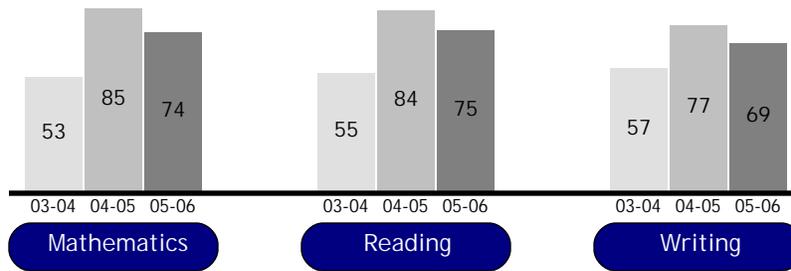
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	66	NA	58	99	54	57	47	100	63	59	46
	Language	93	59	61	50	99	53	58	47	100	65	63	48
	Mathematics	99	79	72	64	98	55	62	50	100	65	65	52
3	Reading	100	67	NA	55	95	56	55	44	100	59	59	46
	Language	100	65	70	61	95	54	53	44	100	59	58	46
	Mathematics	100	66	69	61	98	63	60	51	100	56	65	52
4	Reading	94	68	NA	56	100	58	57	48	100	72	63	52
	Language	97	63	63	52	100	60	59	49	100	70	65	52
	Mathematics	96	79	74	61	100	67	63	53	100	75	70	58
5	Reading	98	63	NA	55	99	62	60	50	100	65	67	56
	Language	98	50	60	49	99	62	59	50	99	61	65	54
	Mathematics	100	72	75	63	99	62	58	49	100	58	63	52
6	Reading	99	68	NA	56	98	55	61	51	100	70	67	56
	Language	100	54	60	48	98	52	58	47	100	65	61	50
	Mathematics	100	73	79	66	98	55	66	52	100	68	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."

Mountain Shadows Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Continuous School Improvement
- Ü Curriculum and Instruction
- Ü Professional Development Opportunities
- Ü School Safety
- Ü Communication
- Ü Extracurricular Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	42.00
Other Professional Staff	3.50	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	4	0	0
4 to 6 years	2	0	0	0
7 to 9 years	3	2	0	0
10 or more years	23	8	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	43
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 Media Center
- Ü Computer Lab
- Ü Band Room
- Ü Literature Center

Extracurricular Activities

- Ü Student Council
- Ü Character Counts!
- Ü AIMS Intervention Tutoring
- Ü Chorus
- Ü Band
- Ü Community Schools Enrichment classes
- Ü Summer School
- Ü Boy Scouts

Social Services

- Ü Before School Day Care Program
- Ü After School Day Care Program
- Ü Summer Day Care Program
- Ü Health Office
- Ü Parent/Student/Teacher Association
- Ü Adult ESL Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We have reached our goal to increase communication. Sources include: weekly and monthly newsletters; personal phone calls and e-mail; marquee information; school, teacher and administrator websites; PTSA and CIT meetings and take-home Monday folders.
- ü We have reached our goal to increase student achievement as demonstrated by the percentage of students in grades 3-6 who meet or exceed Arizona Standards
- ü The attainment of a student achievement goal and professional growth goal set by every teacher and administrator was accomplished.

Student Activity Rates for School Year 2005-06

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

Campus safety is a concern that is taken seriously. Safety procedures followed on a daily basis include closing exterior gates during the schoolday, requiring visitors to sign-in at the office, and on-going supervision. Monthly fire drills and quarterly safety alerts are rehearsed. Students are taught to assume responsibility for their behavior at all times through three tiers: classroom management, school regulations, and district expectations as outlined in Student Rights and Responsibilities.

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	Celeste Enochs	(623) 445-4304
Transportation Policy	Nick Portonova	(602) 467-5090
Community Resources	Andrea Rojas	(623) 445-4304
School Nutrition Programs	Geoff Habgood	(623) 445-4982
Parent Organization	Nadine Anderson	(623) 445-4328
Student Health/Nurse	Judy Glover	(623) 445-4310

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.