

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7490 W Union Hills Dr., 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	Excelling
2004-05	Excelling
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Dr. Bertha Theresa Ciaramello
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-6
 Web Address : arrowhead.dvUSD.org/
 Phone Number : (623) 376-4100
 Fax Number : (623) 376-4184
 E-mail : bertha.ciaramello@ah.dvUSD.org

Mission

Vision: A school of excellence with the opportunity of development and success for every student.
Mission: In partnership with parents, the mission of the Arrowhead learning organization is to enable all students to be thinking productive responsible citizens in an everchanging world.
 To that end we will ensure a nurturing and serious academic environment where the Six Pillars of Character are emphasized.

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 The number of students meeting or exceeding proficiency on AIMS writing will increase.
- ü The number of students meeting or exceeding proficiency on AIMS math will increase.
- ü The number of students meeting or exceeding proficiency on AIMS reading will increase.
- ü Students who are not meeting the standards will have increased learning opportunities.

Enrollment

October 1, 2005 School Year Student Enrollment : 853
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 58

Instructional Programs

- ü General
- ü Special Education
- ü General Education
- ü Physical Education
- ü Kindergarten Enrichment
- ü Structured English Immersion Program
- ü Art, Music, Band, chorus
- ü Summer School

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school is responsible for the implementation of the Continuous Improvement Plan. Every teacher is responsible for providing a comprehensive education for every student, and include a range of instructional strategies that enable every student to learn. Regular communication is provided to parents through handbooks, newsletters, PTSA meetings and conferences. All stakeholders will strive to develop positive relationships.

Parents

Parents are expected to participate in and support their children's learning. Parents should provide for the physical and emotional well-being of their children; provide a home environment that supports good study habits and the completion of homework; and support daily attendance and punctuality, appropriate behavior and school policies. Parents are also encouraged to join PTSA, attend parent-teacher conferences and curriculum nights, and to volunteer when possible.

Transportation Policy

Students are bused in grades one through six if their residence is farther than one mile from school. All kindergarten students are bused if they live more than half mile. Our boundaries are Bell Road to the South; 83rd Avenue to the West; S.Beardsley to the North and 67th Avenue to the East.

School Honors

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

Award/Honor	Year
ü 3 Arizona State Cultural Arts Winners	2005
ü Safe Routes to School Program	2005
ü West Side Food Bank Recognition for Contributions	2005
ü Arizona Knowledge Master Comp - 1st	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	125	2658	80010	100	99	99	470	460	447	2	5	10	5	11	18	62	61	53	31	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1252	38935	100	99	99	463	458	447	2	4	9	2	12	19	75	63	55	21	21	17
Male	68	1406	40974	100	99	98	476	462	448	1	5	11	7	11	18	51	59	52	40	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	13	406	34545	100	97	99	472	441	432	NA	11	14	NA	19	24	62	57	53	38	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	92	2053	35142	100	99	99	470	465	465	2	4	5	4	10	11	62	62	56	32	25	28
Students with Disabilities	12	327	10161	100	92	93	442	430	419	8	21	28	17	23	28	58	46	36	17	10	8
Students without Disabilities	113	2331	69849	100	100	100	473	464	451	1	3	7	4	10	17	63	63	56	33	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	442	441	432	17	11	14	17	20	25	42	54	52	25	15	9
Non-Economically Disadvantaged	113	2397	40981	100	99	100	473	462	462	NA	4	6	4	10	13	65	61	54	32	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	125	2643	79438	100	98	98	482	470	451	2	4	9	8	14	24	70	65	56	21	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1248	38775	100	99	99	483	475	457	2	3	7	4	12	22	75	66	58	19	19	13
Male	68	1395	40560	100	98	97	482	465	446	1	5	12	12	16	25	65	65	54	22	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	13	402	34297	100	96	98	480	449	434	NA	10	14	8	23	31	69	54	50	23	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	92	2042	34887	100	99	98	482	474	471	2	3	4	7	12	15	73	68	63	18	17	18
Students with Disabilities	12	311	9588	100	88	88	461	437	416	8	14	30	25	32	32	58	47	34	8	7	5
Students without Disabilities	113	2332	69850	100	100	100	485	474	456	1	2	7	6	12	23	71	68	59	22	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	452	445	435	17	11	14	17	25	32	58	55	50	8	10	5
Non-Economically Disadvantaged	113	2382	40753	100	99	99	486	472	467	NA	3	5	7	13	16	71	66	62	22	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	124	2647	79971	99	98	99	435	437	423	2	4	8	38	34	41	60	59	49	NA	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1251	38974	100	99	99	445	451	437	NA	3	5	30	25	33	70	67	57	NA	5	4
Male	67	1396	40895	99	98	98	427	425	410	3	5	10	45	42	47	52	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	12	403	34481	92	96	99	437	422	410	NA	7	10	42	39	46	58	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	92	2043	35150	100	99	99	433	440	437	1	3	5	41	33	35	58	60	56	NA	4	5
Students with Disabilities	12	328	10258	100	92	94	411	398	377	8	14	23	50	53	51	42	31	25	NA	2	1
Students without Disabilities	112	2319	69713	99	99	100	437	442	429	1	3	5	37	31	39	63	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	100	93	98	415	414	409	8	11	10	33	38	47	58	50	41	NA	2	1
Non-Economically Disadvantaged	112	2389	40977	99	99	100	437	440	437	1	3	5	38	33	34	61	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	114	2846	80147	100	98	99	515	499	482	4	5	11	7	11	17	46	50	49	43	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1403	39281	100	99	99	509	497	483	4	5	9	9	11	17	48	53	50	39	31	24
Male	58	1443	40780	100	98	98	520	501	482	5	6	12	5	11	17	43	47	48	47	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	16	405	33494	100	96	99	508	474	466	6	11	15	13	20	23	44	54	49	38	16	14
Asian/Pacific Islander	10	116	2103	100	98	99	NA	520	515	NA	1	4	NA	3	8	NA	50	44	NA	46	45
American Indian/Alaskan Native	--	25	4117	--	96	96	--	474	456	--	16	19	--	24	27	--	36	46	--	24	8
White	84	2215	36122	100	98	99	516	503	501	4	4	5	7	9	10	45	50	50	44	36	35
Students with Disabilities	13	362	10295	100	89	92	501	458	443	23	22	33	8	29	26	23	34	33	46	15	8
Students without Disabilities	101	2484	69852	100	100	100	516	505	488	2	3	7	7	8	16	49	53	51	43	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	NC	291	38371	NC	95	97	NC	479	465	NC	11	15	NC	18	23	NC	51	49	NC	21	13
Non-Economically Disadvantaged	105	2555	41776	100	99	100	515	501	498	5	5	6	8	10	11	42	50	49	46	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	114	2836	79686	100	98	98	500	488	470	2	5	11	12	15	24	67	67	57	19	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1404	39163	100	99	99	506	491	475	NA	4	9	11	14	22	63	68	60	27	15	10
Male	58	1432	40438	100	97	97	494	485	465	3	6	13	14	16	25	71	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	16	405	33299	100	96	98	489	467	452	NA	9	17	19	26	32	75	59	47	6	6	3
Asian/Pacific Islander	10	115	2097	100	97	99	NA	498	490	NA	3	5	NA	10	13	NA	69	68	NA	19	14
American Indian/Alaskan Native	--	24	4087	--	92	96	--	461	446	--	13	16	--	33	38	--	50	44	--	4	2
White	84	2209	35914	100	98	98	505	492	489	1	4	5	11	13	15	64	69	67	24	15	14
Students with Disabilities	13	350	9808	100	86	87	488	449	432	8	22	35	31	31	32	38	41	30	23	6	3
Students without Disabilities	101	2486	69878	100	100	100	502	493	475	1	2	8	10	13	23	70	71	61	19	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	NC	289	38095	NC	94	97	NC	468	452	NC	9	17	NC	24	32	NC	62	48	NC	6	3
Non-Economically Disadvantaged	105	2547	41591	100	98	99	501	490	486	2	4	6	13	14	16	64	68	65	21	14	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	2871	80372	100	99	99	481	490	475	NA	2	4	25	20	30	75	75	64	NA	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1417	39452	100	100	99	487	501	488	NA	1	3	20	13	22	80	81	72	NA	4	3
Male	58	1454	40836	100	99	98	476	479	464	NA	3	6	29	26	37	71	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	16	408	33608	100	97	99	480	477	462	NA	4	6	25	25	36	75	70	57	NA	1	1
Asian/Pacific Islander	10	116	2098	100	98	99	NA	509	500	NA	NA	2	NA	13	16	NA	78	75	NA	9	7
American Indian/Alaskan Native	--	25	4128	--	96	97	--	462	464	--	4	4	--	32	39	--	64	56	--	NA	1
White	84	2235	36213	100	99	99	482	491	489	NA	2	2	23	19	22	77	76	72	NA	3	3
Students with Disabilities	13	385	10526	100	94	94	470	446	427	NA	9	15	31	46	53	69	43	31	NA	1	1
Students without Disabilities	101	2486	69846	100	100	100	483	496	482	NA	1	3	24	16	26	76	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	NC	295	38521	NC	96	98	NC	477	461	NC	3	6	NC	27	38	NC	68	55	NC	1	1
Non-Economically Disadvantaged	105	2576	41851	100	99	100	482	491	489	NA	2	3	24	19	22	76	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	119	2780	79306	100	98	99	530	517	504	5	7	13	6	13	20	59	58	49	30	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1359	38845	100	98	99	517	516	505	7	5	11	9	14	20	65	62	50	19	19	18
Male	65	1416	40383	100	98	98	541	518	504	3	8	14	3	13	19	54	55	47	40	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	10	398	32673	100	98	99	NA	498	487	NA	11	18	NA	23	25	NA	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	--	15	4034	--	100	97	--	488	479	--	13	22	--	20	29	--	60	43	--	7	7
White	95	2153	36234	99	98	99	530	521	523	5	6	6	5	11	13	60	60	52	29	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	113	2430	69020	100	100	100	534	523	510	3	3	9	5	11	18	60	61	52	32	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	111	2517	41869	100	99	100	530	519	521	5	6	7	6	13	14	59	59	51	30	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	119	2775	79000	100	98	98	513	505	489	2	5	10	9	15	24	75	68	58	14	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1360	38774	100	98	99	515	510	494	2	4	7	9	12	22	70	70	61	19	14	10
Male	65	1411	40150	100	98	98	511	500	485	2	6	12	9	17	25	78	65	55	11	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	10	398	32508	100	98	98	NA	483	472	NA	12	15	NA	25	33	NA	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	--	15	4016	--	100	96	--	478	467	--	13	14	--	40	37	--	40	46	--	7	2
White	95	2148	36135	99	98	98	515	509	508	1	4	4	7	12	14	77	70	67	15	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	113	2428	69009	100	100	100	516	511	495	NA	2	6	8	11	22	77	72	62	15	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	111	2515	41766	100	99	99	513	507	505	2	4	5	8	13	16	76	69	65	14	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	100	99	99	515	515	496	NA	3	7	35	26	37	64	70	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1367	39016	100	99	99	528	528	511	NA	2	4	24	17	29	74	80	66	2	1	1
Male	65	1415	40519	100	98	98	504	503	482	NA	4	10	45	36	44	55	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	10	402	32855	100	99	99	NA	498	481	NA	6	10	NA	35	43	NA	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	95	2153	36380	99	98	99	516	518	511	NA	2	4	35	25	30	64	72	65	1	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	113	2427	68947	100	99	100	518	521	504	NA	2	4	32	22	34	67	76	61	1	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	111	2522	41985	100	99	100	516	517	511	NA	2	4	34	26	30	65	71	65	1	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	135	2934	79327	100	99	98	571	537	518	9	9	19	7	13	20	39	56	46	45	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1475	38961	100	99	98	582	540	520	6	8	16	4	13	20	39	56	48	51	24	16
Male	66	1456	40295	100	98	97	560	534	516	12	11	21	9	13	19	39	55	44	39	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	16	430	32327	94	99	98	533	515	499	25	19	27	6	19	25	50	50	41	19	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	103	2288	36373	100	98	98	579	541	538	5	7	10	7	12	14	38	57	52	50	24	25
Students with Disabilities	17	345	9321	100	91	87	505	486	467	41	39	54	18	24	22	24	31	21	18	6	3
Students without Disabilities	118	2589	70006	100	100	100	581	543	524	4	6	14	5	11	19	42	59	49	49	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	100	93	97	542	513	498	18	21	27	NA	17	25	73	50	41	9	12	7
Non-Economically Disadvantaged	124	2671	42230	100	99	99	574	539	535	8	8	11	7	13	15	36	56	50	48	23	24

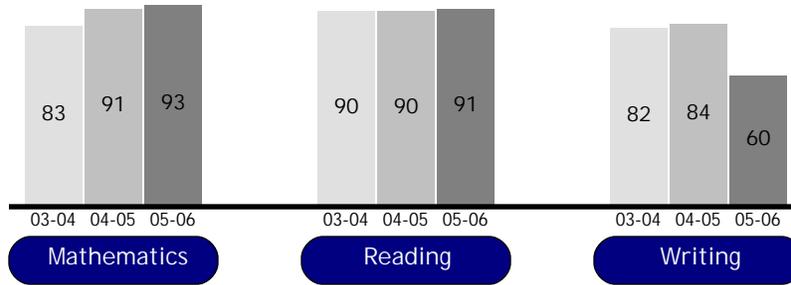
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	2939	79501	100	99	98	530	514	497	1	5	10	12	16	25	74	73	60	13	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1477	39062	100	99	99	544	522	502	NA	3	8	7	12	23	72	76	64	20	8	5
Male	66	1458	40368	100	99	98	516	507	491	2	6	13	17	20	27	76	69	57	6	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	16	423	32389	94	97	98	510	496	478	6	11	16	31	24	34	63	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	103	2300	36446	100	99	99	538	518	516	NA	3	4	7	14	15	77	75	73	17	7	7
Students with Disabilities	17	350	9411	100	93	88	492	469	453	6	25	36	29	38	36	59	35	26	6	3	1
Students without Disabilities	118	2589	70090	100	100	100	536	520	502	NA	2	7	9	13	24	76	78	65	14	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	100	93	97	502	493	479	9	11	16	18	25	34	73	62	49	NA	2	1
Non-Economically Disadvantaged	124	2676	42318	100	99	99	533	517	513	NA	4	5	11	15	17	74	74	70	15	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	595	582	564	1	2	3	3	6	11	67	76	75	28	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1484	39288	100	99	99	609	597	579	3	2	2	NA	2	6	57	72	77	41	25	16
Male	66	1455	40644	100	98	98	580	566	549	NA	2	4	6	9	15	79	79	74	15	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	16	429	32672	94	98	99	561	564	548	6	5	4	13	10	14	63	75	76	19	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	103	2297	36602	100	99	99	601	585	579	1	1	2	2	5	7	67	76	75	30	18	16
Students with Disabilities	17	358	9919	100	95	93	554	530	505	NA	7	9	18	23	35	71	67	54	12	4	2
Students without Disabilities	118	2585	70081	100	100	100	600	588	571	2	1	2	1	3	7	67	77	79	31	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	100	94	98	576	559	547	NA	5	4	18	11	15	64	74	76	18	10	5
Non-Economically Disadvantaged	124	2678	42466	100	99	100	596	584	578	2	2	2	2	5	7	68	76	75	29	18	16

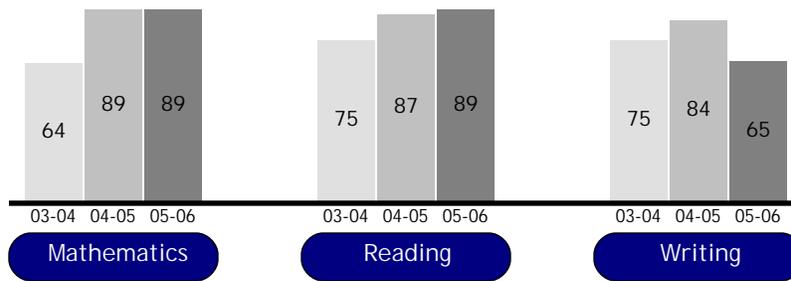
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	73	NA	58	99	59	57	47	100	68	59	46
	Language	100	72	61	50	99	62	58	47	100	72	63	48
	Mathematics	100	75	72	64	100	65	62	50	100	68	65	52
3	Reading	100	68	NA	55	98	63	55	44	100	70	59	46
	Language	100	77	70	61	98	59	53	44	100	63	58	46
	Mathematics	100	75	69	61	98	65	60	51	100	70	65	52
4	Reading	100	78	NA	56	100	65	57	48	100	68	63	52
	Language	100	73	63	52	100	66	59	49	100	72	65	52
	Mathematics	100	76	74	61	100	72	63	53	100	79	70	58
5	Reading	100	69	NA	55	100	64	60	50	100	70	67	56
	Language	100	67	60	49	100	65	59	50	100	75	65	54
	Mathematics	100	75	75	63	100	65	58	49	100	67	63	52
6	Reading	100	76	NA	56	100	67	61	51	100	75	67	56
	Language	100	70	60	48	100	65	58	47	100	68	61	50
	Mathematics	100	86	79	66	100	72	66	52	100	79	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)
- 11 Teacher(s)
- 8 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Achievement
- Ü Continuous Improvement Plan
- Ü School/Parent/Community Relations
- Ü Communication
- Ü School Safety Issues
- Ü Instructional Programs/Strategies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	45.00
Other Professional Staff	4.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	8	4	0	0
7 to 9 years	7	2	0	0
10 or more years	11	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	45
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 & 3 mobile carts
- Ü KAAR RADIO
- Ü PTV-Panther TV-Closed Circuit

Extracurricular Activities

- Ü Student Council
- Ü School Newspaper
- Ü Drama Club
- Ü Art Club
- Ü Chorus
- Ü Band
- Ü KAAR-RADIO
- Ü PantherTV-STUDENT REPORTING

Social Services

- Ü Preschool
- Ü Breakfast Program
- Ü Prevention Team
- Ü Health Care
- Ü DARE
- Ü YMCA before and After School
- Ü Fire Pal
- Ü Free and Reduced Lunch

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The percentage of students who met or exceeded proficiency increased or maintained on the AIMS reading test in all grade levels that were tested. 93% of third grade students met or exceeded proficiency in reading on the AIMS test.
- ü 90% or higher of 3rd, 4th, and 5th grade students met or exceeded proficiency on the AIMS math test. 45% of sixth grade students exceeded proficiency in math on the AIMS test.
- ü 96% of sixth grade students met or exceeded proficiency in writing on the AIMS test.
- ü The number of students not making pro-social choices (i.e. Bullying) decreased.

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

Locked Campus; Prevention Team; Safe School Plan; Emergency Preparedness Plan; secured campus; safety drills; practice lockdowns; employee ID badges; visitor sign-in/sign-out; Bully Prevention Program, drug, tobacco and violence prevention program, DARE (grade 6), Safety Patrol.

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	Dr. Bertha Ciaramello	(623) 376-4104
Transportation Policy	Nick Portnova	(602) 467-5090
Community Resources	Rebecca Bierner	(623) 376-4104
School Nutrition Programs	Gretchen Forsley	(623) 376-4114
Parent Organization	Kristen Farnsworth	(623) 376-4146
Student Health/Nurse	Joan Moore	(623) 376-4110

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.