

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4035 W. Alameda, Glendale, AZ 85310

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	Performing

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

School Overview

Principal/Administrator : Mr. Randy Coen
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-6
 Web Address : desertsage.dvUSD.org/
 Phone Number : (623) 445-4700
 Fax Number : (623) 445-4780
 E-mail : Randy.Coen@de.dvUSD.org

Mission

Desert Sage Elementary School is committed to educating students to be learners and problem solvers who are inquisitive, respectful, resourceful, cooperative, independent, self-evaluative, successful, confident and proud.

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 Desert Sage students will continue to show improvement in the area of reading with an emphasis on raising levels of performance for all at-risk students.
- ü Desert Sage students will continue to show improvement in the area of mathematics with an emphasis on raising levels of performance for all at-risk students.
- ü Desert Sage students will continue to show improvement in the area of writing with an emphasis on raising levels of performance for all at-risk students.
- ü All students will be educated in learning environments that are safe, drug free and conducive to learning with an emphasis on violence prevention and intervention.

Enrollment

October 1, 2005 School Year Student Enrollment : 774
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 77

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Speech Therapy
- ü OT/PT/Adaptive PE Services

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

Our students will be provided quality experiences by caring and competent staff in a dynamic and safe environment. Instruction is interesting and meaningful, and aligned to district curriculum standards and state standards.

Parents

Success in school is achieved through a working partnership between home and school. Our expectation is that parents will share the responsibility for developing positive attitudes regarding discipline, accountability and academic achievement.

Transportation Policy

Busing is provided for students living farther than one mile and for Kindergarten students living farther than one-half mile from school. Special Education students receive transportation as needed.

School Honors

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

Award/Honor	Year
ü District Teacher of the Year	2004
ü Arizona Pageant of Bands Superior Rating	2003
ü Arizona Pageant of Bands Superior Rating	2002
ü District Teacher of the Year	2003

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	109	2658	80010	99	99	99	471	460	447	3	5	10	8	11	18	59	61	53	30	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1252	38935	100	99	99	463	458	447	2	4	9	15	12	19	56	63	55	28	21	17
Male	55	1406	40974	96	99	98	478	462	448	4	5	11	2	11	18	62	59	52	33	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	NC	406	34545	NC	97	99	NC	441	432	NC	11	14	NC	19	24	NC	57	53	NC	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	99	2053	35142	99	99	99	471	465	465	2	4	5	9	10	11	60	62	56	29	25	28
Students with Disabilities	17	327	10161	100	92	93	440	430	419	18	21	28	18	23	28	53	46	36	12	10	8
Students without Disabilities	92	2331	69849	99	100	100	476	464	451	NA	3	7	7	10	17	60	63	56	34	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	NC	261	39029	NC	95	98	NC	441	432	NC	11	14	NC	20	25	NC	54	52	NC	15	9
Non-Economically Disadvantaged	100	2397	40981	100	99	100	473	462	462	3	4	6	5	10	13	60	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	109	2643	79438	99	98	98	475	470	451	1	4	9	10	14	24	71	65	56	18	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1248	38775	100	99	99	472	475	457	NA	3	7	13	12	22	69	66	58	19	19	13
Male	55	1395	40560	96	98	97	477	465	446	2	5	12	7	16	25	73	65	54	18	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	NC	402	34297	NC	96	98	NC	449	434	NC	10	14	NC	23	31	NC	54	50	NC	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	99	2042	34887	99	99	98	476	474	471	1	3	4	9	12	15	72	68	63	18	17	18
Students with Disabilities	17	311	9588	100	88	88	439	437	416	6	14	30	35	32	32	53	47	34	6	7	5
Students without Disabilities	92	2332	69850	99	100	100	481	474	456	NA	2	7	5	12	23	74	68	59	21	18	12
Limited English Proficient Students	NC	134	13856	NC	92	96	NC	402	407	NC	27	27	NC	47	43	NC	26	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	261	38685	NC	95	97	NC	445	435	NC	11	14	NC	25	32	NC	55	50	NC	10	5
Non-Economically Disadvantaged	100	2382	40753	100	99	99	477	472	467	1	3	5	7	13	16	74	66	62	18	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	108	2647	79971	98	98	99	435	437	423	5	4	8	29	34	41	65	59	49	2	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1251	38974	100	99	99	455	451	437	2	3	5	13	25	33	83	67	57	2	5	4
Male	54	1396	40895	95	98	98	416	425	410	7	5	10	44	42	47	46	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	NC	403	34481	NC	96	99	NC	422	410	NC	7	10	NC	39	46	NC	52	43	NC	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	98	2043	35150	98	99	99	436	440	437	4	3	5	30	33	35	64	60	56	2	4	5
Students with Disabilities	17	328	10258	100	92	94	377	398	377	12	14	23	71	53	51	18	31	25	NA	2	1
Students without Disabilities	91	2319	69713	98	99	100	446	442	429	3	3	5	21	31	39	74	63	52	2	4	3
Limited English Proficient Students	NC	132	13985	NC	91	97	NC	383	382	NC	16	18	NC	57	54	NC	27	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	258	38994	NC	93	98	NC	414	409	NC	11	10	NC	38	47	NC	50	41	NC	2	1
Non-Economically Disadvantaged	99	2389	40977	99	99	100	437	440	437	5	3	5	27	33	34	66	60	56	2	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	124	2846	80147	100	98	99	501	499	482	6	5	11	6	11	17	52	50	49	37	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1403	39281	100	99	99	512	497	483	1	5	9	3	11	17	54	53	50	42	31	24
Male	55	1443	40780	98	98	98	487	501	482	11	6	12	9	11	17	49	47	48	31	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	12	405	33494	100	96	99	505	474	466	NA	11	15	NA	20	23	58	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	106	2215	36122	100	98	99	499	503	501	7	4	5	7	9	10	51	50	50	36	36	35
Students with Disabilities	23	362	10295	100	89	92	440	458	443	30	22	33	22	29	26	39	34	33	9	15	8
Students without Disabilities	101	2484	69852	99	100	100	515	505	488	NA	3	7	2	8	16	54	53	51	44	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	118	2555	41776	100	99	100	503	501	498	6	5	6	4	10	11	52	50	49	38	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	124	2836	79686	100	98	98	488	488	470	6	5	11	14	15	24	67	67	57	13	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1404	39163	100	99	99	498	491	475	3	4	9	10	14	22	72	68	60	14	15	10
Male	55	1432	40438	98	97	97	475	485	465	11	6	13	18	16	25	60	67	54	11	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	12	405	33299	100	96	98	483	467	452	8	9	17	17	26	32	50	59	47	25	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	106	2209	35914	100	98	98	487	492	489	7	4	5	13	13	15	69	69	67	11	15	14
Students with Disabilities	23	350	9808	100	86	87	432	449	432	35	22	35	35	31	32	26	41	30	4	6	3
Students without Disabilities	101	2486	69878	99	100	100	500	493	475	NA	2	8	9	13	23	76	71	61	15	14	9
Limited English Proficient Students	NC	106	12594	NC	93	96	NC	421	422	NC	31	34	NC	46	45	NC	23	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	289	38095	NC	94	97	NC	468	452	NC	9	17	NC	24	32	NC	62	48	NC	6	3
Non-Economically Disadvantaged	118	2547	41591	100	98	99	489	490	486	7	4	6	12	14	16	68	68	65	14	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	121	2871	80372	98	99	99	489	490	475	2	2	4	19	20	30	77	75	64	2	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	1417	39452	100	100	99	509	501	488	1	1	3	6	13	22	90	81	72	3	4	3
Male	53	1454	40836	95	99	98	465	479	464	4	3	6	36	26	37	60	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	11	408	33608	92	97	99	502	477	462	NA	4	6	9	25	36	91	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	104	2235	36213	99	99	99	489	491	489	3	2	2	19	19	22	76	76	72	2	3	3
Students with Disabilities	20	385	10526	91	94	94	427	446	427	15	9	15	50	46	53	35	43	31	NA	1	1
Students without Disabilities	101	2486	69846	99	100	100	502	496	482	NA	1	3	13	16	26	85	80	69	2	3	2
Limited English Proficient Students	NC	108	12747	NC	95	97	NC	434	432	NC	13	12	NC	48	52	NC	39	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	295	38521	NC	96	98	NC	477	461	NC	3	6	NC	27	38	NC	68	55	NC	1	1
Non-Economically Disadvantaged	115	2576	41851	97	99	100	491	491	489	3	2	3	17	19	22	79	76	72	2	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	2780	79306	94	98	99	530	517	504	3	7	13	9	13	20	58	58	49	30	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1359	38845	94	98	99	529	516	505	NA	5	11	8	14	20	66	62	50	25	19	18
Male	51	1416	40383	94	98	98	533	518	504	6	8	14	10	13	19	49	55	47	35	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	14	398	32673	100	98	99	518	498	487	7	11	18	21	23	25	43	51	46	29	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	89	2153	36234	94	98	99	533	521	523	2	6	6	7	11	13	60	60	52	31	23	28
Students with Disabilities	10	350	10286	71	91	91	NA	472	462	NA	29	41	NA	30	27	NA	36	27	NA	5	5
Students without Disabilities	100	2430	69020	97	100	100	535	523	510	2	3	9	5	11	18	60	61	52	33	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	106	2517	41869	94	99	100	532	519	521	2	6	7	8	13	14	60	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	116	2775	79000	99	98	98	512	505	489	3	5	10	14	15	24	70	68	58	14	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1360	38774	100	98	99	514	510	494	2	4	7	13	12	22	71	70	61	14	14	10
Male	53	1411	40150	98	98	98	508	500	485	4	6	12	15	17	25	68	65	55	13	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	14	398	32508	100	98	98	496	483	472	14	12	15	14	25	33	64	56	49	7	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	93	2148	36135	98	98	98	515	509	508	NA	4	4	13	12	14	71	70	67	16	14	15
Students with Disabilities	15	347	9991	100	90	88	464	460	449	7	21	33	47	40	36	47	35	29	NA	4	2
Students without Disabilities	101	2428	69009	98	100	100	518	511	495	2	2	6	9	11	22	73	72	62	16	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	112	2515	41766	99	99	99	513	507	505	3	4	5	13	13	16	71	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	116	2787	79611	99	99	99	520	515	496	2	3	7	19	26	37	79	70	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1367	39016	100	99	99	531	528	511	2	2	4	11	17	29	87	80	66	NA	1	1
Male	53	1415	40519	98	98	98	507	503	482	2	4	10	28	36	44	70	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	14	402	32855	100	99	99	517	498	481	NA	6	10	21	35	43	79	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	93	2153	36380	98	98	99	522	518	511	1	2	4	18	25	30	81	72	65	NA	1	1
Students with Disabilities	15	360	10664	100	94	94	488	468	440	NA	11	23	47	56	54	53	32	22	NA	1	1
Students without Disabilities	101	2427	68947	98	99	100	525	521	504	2	2	4	15	22	34	83	76	61	NA	1	1
Limited English Proficient Students	NC	96	10362	NC	96	97	NC	453	438	NC	18	22	NC	59	57	NC	23	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	265	37626	NC	96	98	NC	493	479	NC	8	10	NC	32	45	NC	60	45	NC	NA	0
Non-Economically Disadvantaged	112	2522	41985	99	99	100	521	517	511	2	2	4	18	26	30	80	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	129	2934	79327	96	99	98	558	537	518	1	9	19	9	13	20	57	56	46	33	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1475	38961	95	99	98	567	540	520	NA	8	16	7	13	20	45	56	48	48	24	16
Male	69	1456	40295	96	98	97	550	534	516	1	11	21	10	13	19	68	55	44	20	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	NC	22	4391	NC	85	96	NC	521	489	NC	14	32	NC	18	27	NC	59	36	NC	9	4
White	116	2288	36373	95	98	98	558	541	538	1	7	10	9	12	14	55	57	52	34	24	25
Students with Disabilities	17	345	9321	85	91	87	525	486	467	NA	39	54	24	24	22	71	31	21	6	6	3
Students without Disabilities	112	2589	70006	97	100	100	563	543	524	1	6	14	6	11	19	55	59	49	38	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	123	2671	42230	96	99	99	559	539	535	1	8	11	9	13	15	56	56	50	34	23	24

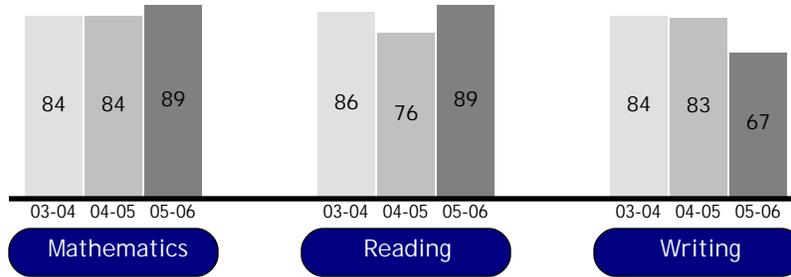
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2939	79501	98	99	98	519	514	497	2	5	10	17	16	25	77	73	60	4	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	1477	39062	98	99	99	529	522	502	2	3	8	6	12	23	85	76	64	6	8	5
Male	70	1458	40368	97	99	98	510	507	491	3	6	13	26	20	27	70	69	57	1	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	NC	23	4401	NC	88	96	NC	499	473	NC	13	17	NC	13	40	NC	70	43	NC	4	1
White	119	2300	36446	98	99	99	518	518	516	3	3	4	18	14	15	76	75	73	4	7	7
Students with Disabilities	20	350	9411	100	93	88	485	469	453	10	25	36	45	38	36	40	35	26	5	3	1
Students without Disabilities	112	2589	70090	97	100	100	525	520	502	1	2	7	12	13	24	84	78	65	4	7	5
Limited English Proficient Students	NC	87	9401	NC	94	94	NC	445	443	NC	41	40	NC	43	46	NC	16	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	263	37183	NC	93	97	NC	493	479	NC	11	16	NC	25	34	NC	62	49	NC	2	1
Non-Economically Disadvantaged	125	2676	42318	98	99	99	521	517	513	2	4	5	16	15	17	78	74	70	4	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	129	2943	80000	96	99	99	593	582	564	NA	2	3	2	6	11	77	76	75	22	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1484	39288	100	99	99	602	597	579	NA	2	2	NA	2	6	73	72	77	27	25	16
Male	66	1455	40644	92	98	98	584	566	549	NA	2	4	3	9	15	80	79	74	17	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	NC	23	4424	NC	88	97	NC	592	549	NC	NA	3	NC	9	14	NC	78	77	NC	13	5
White	116	2297	36602	95	99	99	591	585	579	NA	1	2	2	5	7	78	76	75	20	18	16
Students with Disabilities	16	358	9919	80	95	93	554	530	505	NA	7	9	6	23	35	94	67	54	NA	4	2
Students without Disabilities	113	2585	70081	98	100	100	598	588	571	NA	1	2	1	3	7	74	77	79	25	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	122	2678	42466	95	99	100	595	584	578	NA	2	2	1	5	7	76	76	75	23	18	16

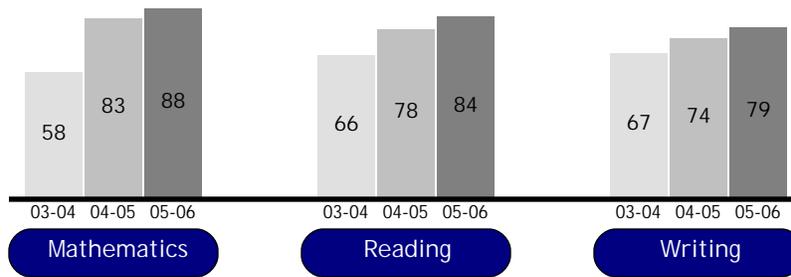
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	92	57	NA	58	100	61	57	47	100	65	59	46
	Language	92	62	61	50	100	62	58	47	100	63	63	48
	Mathematics	93	66	72	64	100	72	62	50	100	75	65	52
3	Reading	100	66	NA	55	97	53	55	44	100	63	59	46
	Language	99	74	70	61	97	52	53	44	100	58	58	46
	Mathematics	99	74	69	61	97	63	60	51	100	70	65	52
4	Reading	99	74	NA	56	98	59	57	48	100	63	63	52
	Language	100	67	63	52	98	62	59	49	98	67	65	52
	Mathematics	100	80	74	61	98	69	63	53	100	72	70	58
5	Reading	100	65	NA	55	100	61	60	50	98	68	67	56
	Language	100	57	60	49	100	62	59	50	98	67	65	54
	Mathematics	100	74	75	63	100	62	58	49	93	70	63	52
6	Reading	99	73	NA	56	99	65	61	51	99	70	67	56
	Language	99	66	60	48	99	62	58	47	96	65	61	50
	Mathematics	99	86	79	66	100	74	66	52	96	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)
- 3 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum & Staff Development
- Ü Assessment Data & Decision Making
- Ü School & Student Safety
- Ü Alternatives/Options/Choices
- Ü Parent/Educator /Community Relations
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	40.50
Other Professional Staff	2.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	6	0	0
4 to 6 years	10	1	0	0
7 to 9 years	2	0	0	0
10 or more years	9	14	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	101
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 Macintosh Computer Lab
- Ü Yamaha Keyboard Lab

Extracurricular Activities

- Ü Community Schools Program
- Ü Chorus
- Ü Homework Club
- Ü Instrumental Music

Social Services

- Ü Community Classes
- Ü Breakfast/Lunch Programs
- Ü Health Services
- Ü Before/After School Programs

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Writing samples of all students in Kindergarten through sixth grade are evaluated and placed on a writing continuum at two different times during the school year.

- ü All teachers are trained to use the Developmental Reading Assessment to assess students and identify where they are on the reading continuum. Students in grades Kindergarten through six are assessed.

- ü All teachers were involved in a training to unwrap and map the state standards.

- ü In 2005, 90% of our students in grades 3 through 6 met or exceeded the standards in mathematics.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	97	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

Students in grades 4-6 are trained in peer mediation. Students in the sixth grade participate in CHAMPS. An intramurals program is available. Students participate in an Adopt a Hallway Program to develop caring, cooperation and pride.

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	Randy Coen	(623) 445-4700
Transportation Policy	Nick Portanova	(602) 467-5090
Community Resources	Sandi Hicks	(623) 445-5010
School Nutrition Programs	Geoff Habgood	(623) 445-4984
Parent Organization	Kelli Fawcett	(623) 445-4777
Student Health/Nurse	Julie Seifritz	(623) 445-4710

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."

ACHIEVEMENT PROFILES

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.