



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3851 W. Roeser Road, Phoenix, AZ 85041

Laveen Elementary 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	Underperforming
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Mark E. Martinez
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : www.laveeneld.org
 Phone Number : (602) 237-9120
 Fax Number : (602) 237-9133
 E-mail : mmartinez@laveeneld.org

Mission

Our mission is to create a collaborative partnership of parents, teachers and students working together to assure that each student learns the skills necessary to be successful and to be a positive influence in our school, community and world.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Not Met

School Improvement Status (b)

2005-06	SI Year 2
2004-05	SI Year 2
2003-04	Year 2

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

School / Academic Goals

- ü Improve Student Reading and Math scores as measured by AIMS. Improve instruction using best practices research incorporating scientifically proven instructional materials and strategies.
- ü Students will demonstrate improvement in writing skills and the writing process as measured by portfolio assessment and AIMS.
- ü Increase parent involvement through the creation of a Parent-Teacher Organization, the hiring of two parent liaisons, and increasing the number of academic family nights and celebrations.
- ü Staff development in instructional strategies to meet the needs of the English Language Learner, analyzing data to drive instruction, and integrating technology into the classroom.

Enrollment

October 1, 2005 School Year Student Enrollment : 685
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 20

Instructional Programs

- ü At-risk/Special Education Preschool
- ü Full-Day Kindergarten
- ü Gifted/Resource/Special Education
- ü Title I Schoolwide Program
- ü Read 180 Reading Lab

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Parents and students receive a school handbook at the beginning of the year which includes building policies, procedures, a school calendar and an explanation of our student management plan. Monthly newsletters keep parents updated and informed of current events. Our PTO provides periodic parent education and ESL classes. The school strives to maintain a safe learning environment.

Parents

Parents are to be involved in the learning process. Parents are to provide each child with appropriate time and space for at-home learning and reading opportunities. Parents are responsible for their child's behavior and on-time attendance at school.

Transportation Policy

Transportation is provided for special needs students, and all students who participate in afterschool activities and field trips. Students that live in the Cash attendance area and south of Southern Avenue are offered bus transportation.

School Honors

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

Award/Honor	Year
ü Arizona & Phoenix Commission on the Arts	2005
ü Difference Maker - Phoenix Fire Department	2004
ü Reading is Fundamental Program	2005
ü Project GOAL, Grade One at the Library	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	107	353	80010	100	99	99	424	420	447	15	21	10	31	28	18	49	45	53	6	6	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	174	38935	100	99	99	421	419	447	13	19	9	35	34	19	48	41	55	4	6	17
Male	61	178	40974	100	99	98	427	421	448	16	22	11	28	23	18	49	49	52	7	6	19
African American	NC	56	4201	NC	95	99	NC	393	430	NC	43	17	NC	38	23	NC	20	51	NC	NA	9
Hispanic	96	207	34545	100	100	99	424	421	432	16	18	14	31	27	24	48	50	53	5	4	9
Asian/Pacific Islander	NC	14	2068	NC	100	99	NC	463	474	NC	7	4	NC	7	10	NC	64	50	NC	21	36
American Indian/Alaskan Native	NC	31	3979	NC	97	96	NC	418	424	NC	19	17	NC	35	30	NC	39	47	NC	6	6
White	NC	44	35142	NC	100	99	NC	437	465	NC	9	5	NC	25	11	NC	52	56	NC	14	28
Students with Disabilities	26	59	10161	100	98	93	417	401	419	15	36	28	46	34	28	31	27	36	8	3	8
Students without Disabilities	81	294	69849	100	100	100	427	423	451	15	18	7	26	27	17	54	49	56	5	6	19
Limited English Proficient Students	54	81	14013	100	100	97	412	406	413	24	32	24	33	30	34	43	38	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	102	260	39029	100	99	98	425	417	432	15	23	14	30	28	25	50	45	52	5	4	9
Non-Economically Disadvantaged	NC	93	40981	NC	100	100	NC	427	462	NC	16	6	NC	30	13	NC	44	54	NC	10	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	106	352	79438	99	99	98	411	418	451	23	22	9	49	41	24	26	34	56	2	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	173	38775	98	98	99	415	424	457	13	16	7	58	44	22	24	36	58	4	3	13
Male	61	178	40560	100	99	97	408	413	446	30	28	12	43	39	25	28	33	54	NA	1	9
African American	NC	56	4178	NC	95	98	NC	399	439	NC	30	13	NC	48	29	NC	20	52	NC	2	6
Hispanic	96	207	34297	100	100	98	410	417	434	23	23	14	51	41	31	25	34	50	1	2	5
Asian/Pacific Islander	NC	14	2063	NC	100	99	NC	463	475	NC	7	3	NC	29	15	NC	57	63	NC	7	20
American Indian/Alaskan Native	NC	31	3940	NC	97	95	NC	420	429	NC	19	14	NC	42	36	NC	35	47	NC	3	3
White	NC	43	34887	NC	98	98	NC	432	471	NC	14	4	NC	40	15	NC	47	63	NC	NA	18
Students with Disabilities	26	59	9588	100	98	88	394	391	416	50	47	30	19	27	32	23	22	34	8	3	5
Students without Disabilities	80	293	69850	99	99	100	416	423	456	14	17	7	59	44	23	28	37	59	NA	2	12
Limited English Proficient Students	54	81	13856	100	100	96	398	395	407	30	35	27	61	54	43	9	11	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	101	259	38685	99	98	97	411	414	435	24	24	14	48	43	32	27	31	50	2	2	5
Non-Economically Disadvantaged	NC	93	40753	NC	100	99	NC	429	467	NC	16	5	NC	38	16	NC	44	62	NC	2	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	105	345	79971	98	97	99	380	373	423	18	20	8	50	56	41	29	22	49	3	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	173	38974	100	98	99	407	394	437	7	12	5	50	55	33	37	30	57	7	2	4
Male	59	171	40895	97	96	98	360	353	410	27	28	10	51	57	47	22	15	41	NA	NA	2
African American	NC	54	4203	NC	92	99	NC	358	411	NC	20	11	NC	74	45	NC	4	43	NC	2	2
Hispanic	94	202	34481	98	98	99	379	376	410	20	21	10	48	50	46	30	28	43	2	1	1
Asian/Pacific Islander	NC	13	2067	NC	93	99	NC	395	449	NC	23	4	NC	38	28	NC	38	60	NC	NA	8
American Indian/Alaskan Native	NC	32	3995	NC	100	96	NC	364	409	NC	19	10	NC	63	47	NC	19	42	NC	NA	1
White	NC	43	35150	NC	98	99	NC	379	437	NC	16	5	NC	63	35	NC	19	56	NC	2	5
Students with Disabilities	26	59	10258	100	98	94	346	317	377	27	41	23	50	44	51	15	12	25	8	3	1
Students without Disabilities	79	286	69713	98	97	100	390	383	429	15	16	5	51	59	39	33	24	52	1	1	3
Limited English Proficient Students	54	81	13985	100	100	97	365	354	382	26	31	18	50	49	54	24	20	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	100	253	38994	98	96	98	381	373	409	18	21	10	51	57	47	28	22	41	3	1	1
Non-Economically Disadvantaged	NC	92	40977	NC	100	100	NC	374	437	NC	20	5	NC	55	34	NC	24	56	NC	1	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	76	337	80147	100	100	99	439	453	482	28	23	11	34	24	17	34	44	49	4	9	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	161	39281	100	100	99	438	457	483	25	22	9	41	24	17	31	44	50	3	11	24
Male	44	176	40780	100	99	98	439	449	482	30	24	12	30	24	17	36	43	48	5	8	24
African American	NC	68	4249	NC	100	99	NC	429	464	NC	40	17	NC	28	22	NC	29	48	NC	3	13
Hispanic	65	167	33494	100	99	99	441	455	466	26	22	15	35	23	23	34	47	49	5	8	14
Asian/Pacific Islander	NC	13	2103	NC	100	99	NC	478	515	NC	15	4	NC	8	8	NC	54	44	NC	23	45
American Indian/Alaskan Native	NC	32	4117	NC	100	96	NC	436	456	NC	28	19	NC	34	27	NC	34	46	NC	3	8
White	NC	57	36122	NC	100	99	NC	476	501	NC	7	5	NC	21	10	NC	53	50	NC	19	35
Students with Disabilities	19	44	10295	100	98	92	399	396	443	63	70	33	21	16	26	16	14	33	NA	NA	8
Students without Disabilities	57	293	69852	100	100	100	450	460	488	16	16	7	39	25	16	40	48	51	5	11	26
Limited English Proficient Students	31	57	12722	100	100	97	434	432	441	32	37	27	39	30	33	29	33	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	72	254	38371	100	99	97	439	446	465	28	26	15	33	27	23	35	40	49	4	6	13
Non-Economically Disadvantaged	NC	83	41776	NC	100	100	NC	474	498	NC	13	6	NC	14	11	NC	54	49	NC	18	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	76	337	79686	100	100	98	421	441	470	34	24	11	41	35	24	25	39	57	NA	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	161	39163	100	100	99	425	448	475	28	19	9	47	37	22	25	42	60	NA	3	10
Male	44	176	40438	100	99	97	417	433	465	39	29	13	36	34	25	25	36	54	NA	1	7
African American	NC	68	4228	NC	100	98	NC	425	458	NC	35	15	NC	29	28	NC	35	53	NC	NA	4
Hispanic	65	167	33299	100	99	98	420	437	452	34	25	17	42	39	32	25	36	47	NA	1	3
Asian/Pacific Islander	NC	13	2097	NC	100	99	NC	453	490	NC	23	5	NC	31	13	NC	38	68	NC	8	14
American Indian/Alaskan Native	NC	32	4087	NC	100	96	NC	430	446	NC	25	16	NC	50	38	NC	25	44	NC	NA	2
White	NC	57	35914	NC	100	98	NC	473	489	NC	9	5	NC	25	15	NC	58	67	NC	9	14
Students with Disabilities	19	44	9808	100	98	87	390	391	432	63	68	35	26	20	32	11	11	30	NA	NA	3
Students without Disabilities	57	293	69878	100	100	100	430	447	475	25	17	8	46	38	23	30	43	61	NA	2	9
Limited English Proficient Students	31	57	12594	100	100	96	412	413	422	39	44	34	48	46	45	13	11	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	72	254	38095	100	99	97	422	433	452	33	28	17	42	38	32	25	34	48	NA	0	3
Non-Economically Disadvantaged	NC	83	41591	NC	100	99	NC	463	486	NC	13	6	NC	28	16	NC	52	65	NC	7	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	75	336	80372	99	99	99	430	446	475	11	8	4	55	51	30	35	41	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	161	39452	100	100	99	446	463	488	3	4	3	66	43	22	31	53	72	NA	1	3
Male	43	175	40836	98	98	98	417	429	464	16	12	6	47	58	37	37	30	56	NA	NA	1
African American	NC	69	4264	NC	100	99	NC	429	465	NC	14	5	NC	57	35	NC	29	59	NC	NA	1
Hispanic	64	167	33608	98	99	99	434	446	462	9	7	6	55	53	36	36	40	57	NA	NA	1
Asian/Pacific Islander	NC	13	2098	NC	100	99	NC	463	500	NC	NA	2	NC	54	16	NC	46	75	NC	NA	7
American Indian/Alaskan Native	NC	30	4128	NC	94	97	NC	436	464	NC	10	4	NC	50	39	NC	40	56	NC	NA	1
White	NC	57	36213	NC	100	99	NC	467	489	NC	4	2	NC	35	22	NC	60	72	NC	2	3
Students with Disabilities	19	43	10526	100	96	94	369	379	427	32	33	15	47	47	53	21	21	31	NA	NA	1
Students without Disabilities	56	293	69846	98	100	100	448	455	482	4	4	3	57	51	26	39	44	69	NA	0	2
Limited English Proficient Students	30	57	12747	97	100	97	417	415	432	17	16	12	60	65	52	23	19	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	71	254	38521	99	99	98	429	443	461	11	8	6	54	52	38	35	39	55	NA	NA	1
Non-Economically Disadvantaged	NC	82	41851	NC	100	100	NC	453	489	NC	7	3	NC	45	22	NC	46	72	NC	1	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	76	335	79306	100	100	99	474	487	504	20	19	13	42	31	20	34	39	49	4	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	167	38845	100	100	99	487	493	505	13	12	11	34	33	20	44	43	50	9	13	18
Male	44	168	40383	100	100	98	464	482	504	25	26	14	48	30	19	27	36	47	NA	9	19
African American	NC	73	4171	NC	100	98	NC	474	485	NC	25	20	NC	38	26	NC	32	44	NC	5	10
Hispanic	62	166	32673	100	100	99	470	481	487	21	17	18	44	36	25	32	42	46	3	5	10
Asian/Pacific Islander	--	17	2147	--	100	99	--	532	539	--	NA	5	--	35	10	--	29	46	--	35	40
American Indian/Alaskan Native	NC	27	4034	NC	100	97	NC	489	479	NC	26	22	NC	7	29	NC	56	43	NC	11	7
White	NC	52	36234	NC	100	99	NC	512	523	NC	17	6	NC	19	13	NC	37	52	NC	27	28
Students with Disabilities	15	44	10286	100	100	91	444	449	462	53	59	41	33	20	27	13	14	27	NA	7	5
Students without Disabilities	61	291	69020	100	100	100	480	493	510	11	13	9	44	33	18	39	43	52	5	11	21
Limited English Proficient Students	27	48	10291	100	100	96	453	450	458	33	38	38	48	44	34	19	19	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	68	239	37437	100	100	97	473	480	486	19	21	19	44	34	26	32	39	46	4	6	9
Non-Economically Disadvantaged	NC	96	41869	NC	100	100	NC	506	521	NC	14	7	NC	24	14	NC	40	51	NC	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	75	332	79000	100	100	98	458	471	489	27	19	10	32	27	24	40	51	58	1	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	166	38774	100	100	99	477	477	494	16	11	7	25	28	22	56	57	61	3	4	10
Male	43	166	40150	100	100	98	444	464	485	35	26	12	37	27	25	28	46	55	NA	2	8
African American	NC	73	4153	NC	100	98	NC	464	476	NC	19	13	NC	37	30	NC	41	53	NC	3	4
Hispanic	61	164	32508	100	100	98	456	466	472	31	23	15	33	29	33	34	46	49	2	2	3
Asian/Pacific Islander	--	17	2142	--	100	99	--	496	510	--	NA	4	--	29	14	--	65	67	--	6	16
American Indian/Alaskan Native	NC	27	4016	NC	100	96	NC	470	467	NC	15	14	NC	22	37	NC	63	46	NC	NA	2
White	NC	51	36135	NC	100	98	NC	486	508	NC	12	4	NC	12	14	NC	73	67	NC	4	15
Students with Disabilities	14	42	9991	100	100	88	429	435	449	43	43	33	36	33	36	21	24	29	NA	NA	2
Students without Disabilities	61	290	69009	100	100	100	464	475	495	23	15	6	31	27	22	44	55	62	2	3	10
Limited English Proficient Students	27	47	10199	100	100	95	434	428	439	44	53	35	44	38	47	11	9	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	68	238	37234	100	100	97	458	466	472	28	21	15	32	30	33	38	46	50	1	3	3
Non-Economically Disadvantaged	NC	94	41766	NC	100	99	NC	483	505	NC	13	5	NC	20	16	NC	64	65	NC	3	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	76	334	79611	100	100	99	446	465	496	18	14	7	59	49	37	22	36	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	167	39016	100	100	99	481	490	511	6	5	4	53	45	29	41	50	66	NA	NA	1
Male	44	167	40519	100	100	98	422	438	482	27	23	10	64	54	44	9	22	46	NA	1	0
African American	NC	73	4188	NC	100	98	NC	462	486	NC	12	9	NC	51	40	NC	37	50	NC	NA	0
Hispanic	62	165	32855	100	100	99	445	460	481	19	17	10	58	49	43	23	34	47	NA	NA	0
Asian/Pacific Islander	--	17	2149	--	100	100	--	477	519	--	12	4	--	41	24	--	47	70	--	NA	2
American Indian/Alaskan Native	NC	27	3992	NC	100	96	NC	461	478	NC	15	10	NC	48	46	NC	37	44	NC	NA	0
White	NC	52	36380	NC	100	99	NC	478	511	NC	10	4	NC	52	30	NC	37	65	NC	2	1
Students with Disabilities	15	44	10664	100	100	94	412	402	440	33	43	23	60	45	54	7	11	22	NA	NA	1
Students without Disabilities	61	290	68947	100	100	100	454	473	504	15	10	4	59	50	34	26	40	61	NA	0	1
Limited English Proficient Students	27	48	10362	100	100	97	427	411	438	26	33	22	63	56	57	11	10	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	68	239	37626	100	100	98	445	461	479	19	15	10	57	51	45	24	34	45	NA	NA	0
Non-Economically Disadvantaged	NC	95	41985	NC	100	100	NC	473	511	NC	12	4	NC	46	30	NC	41	65	NC	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	117	359	79327	100	100	98	491	486	518	30	35	19	28	24	20	38	37	46	4	4	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	173	38961	100	100	98	494	491	520	23	28	16	25	22	20	49	46	48	4	4	16
Male	61	183	40295	98	100	97	491	482	516	34	40	21	33	27	19	28	30	44	5	3	16
African American	NC	72	4247	NC	100	98	NC	472	499	NC	44	27	NC	24	24	NC	31	41	NC	1	8
Hispanic	99	186	32327	99	99	98	495	491	499	26	30	27	30	26	25	38	40	41	5	4	8
Asian/Pacific Islander	NC	11	1939	NC	100	99	NC	526	556	NC	18	6	NC	18	10	NC	45	47	NC	18	36
American Indian/Alaskan Native	NC	34	4391	NC	100	96	NC	468	489	NC	59	32	NC	18	27	NC	21	36	NC	3	4
White	12	52	36373	100	100	98	476	492	538	50	25	10	17	25	14	33	48	52	NA	2	25
Students with Disabilities	19	49	9321	100	100	87	454	436	467	74	90	54	11	4	22	16	6	21	NA	NA	3
Students without Disabilities	98	310	70006	100	100	100	499	494	524	21	26	14	32	27	19	42	42	49	5	4	18
Limited English Proficient Students	39	60	9431	98	98	95	471	463	466	41	53	53	38	30	27	21	17	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	98	271	37097	97	99	97	492	483	498	27	37	27	33	24	25	36	35	41	5	4	7
Non-Economically Disadvantaged	19	88	42230	100	100	99	487	494	535	47	27	11	5	25	15	47	44	50	NA	3	24

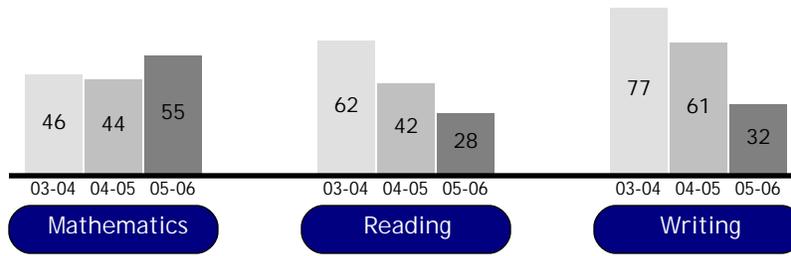
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	359	79501	100	100	98	466	471	497	23	19	10	42	40	25	34	40	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	173	39062	100	100	99	467	477	502	23	17	8	38	34	23	40	49	64	NA	1	5
Male	61	183	40368	98	100	98	466	466	491	23	22	13	44	45	27	31	33	57	2	1	3
African American	NC	72	4279	NC	100	99	NC	468	485	NC	26	14	NC	36	30	NC	36	54	NC	1	2
Hispanic	99	186	32389	99	99	98	468	472	478	21	16	16	40	41	34	37	42	48	1	1	1
Asian/Pacific Islander	NC	11	1936	NC	100	99	NC	485	519	NC	9	3	NC	36	14	NC	55	73	NC	NA	9
American Indian/Alaskan Native	NC	34	4401	NC	100	96	NC	461	473	NC	32	17	NC	38	40	NC	29	43	NC	NA	1
White	12	52	36446	100	100	99	466	482	516	25	13	4	50	40	15	25	46	73	NA	NA	7
Students with Disabilities	19	49	9411	100	100	88	442	429	453	47	67	36	42	29	36	11	4	26	NA	NA	1
Students without Disabilities	98	310	70090	100	100	100	470	478	502	18	12	7	42	42	24	39	46	65	1	1	5
Limited English Proficient Students	39	60	9401	98	98	94	441	442	443	41	35	40	51	57	46	8	8	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	98	271	37183	97	99	97	466	468	479	23	21	16	40	42	34	36	36	49	1	1	1
Non-Economically Disadvantaged	19	88	42318	100	100	99	463	483	513	21	15	5	53	33	17	26	52	70	NA	NA	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	116	356	80000	100	100	99	530	533	564	3	2	3	24	24	11	69	70	75	4	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	173	39288	100	100	99	534	550	579	4	2	2	23	16	6	68	77	77	6	5	16
Male	60	180	40644	97	98	98	529	517	549	NA	2	4	25	31	15	73	65	74	2	2	7
African American	NC	71	4307	NC	100	99	NC	527	551	NC	3	4	NC	28	13	NC	65	75	NC	4	7
Hispanic	99	185	32672	99	99	99	531	535	548	2	2	4	24	21	14	71	75	76	3	2	6
Asian/Pacific Islander	NC	11	1945	NC	100	99	NC	558	592	NC	NA	1	NC	9	4	NC	82	69	NC	9	25
American Indian/Alaskan Native	NC	34	4424	NC	100	97	NC	520	549	NC	3	3	NC	32	14	NC	59	77	NC	6	5
White	11	51	36602	92	98	99	529	537	579	NA	NA	2	27	27	7	64	69	75	9	4	16
Students with Disabilities	18	48	9919	95	98	93	501	467	505	NA	4	9	56	77	35	44	19	54	NA	NA	2
Students without Disabilities	98	308	70081	100	100	100	536	543	571	3	2	2	18	16	7	73	78	79	5	4	12
Limited English Proficient Students	39	60	9571	98	98	96	498	497	502	5	5	10	44	45	29	51	50	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	97	270	37534	96	99	98	532	529	547	2	3	4	25	26	15	70	68	76	3	3	5
Non-Economically Disadvantaged	19	86	42466	100	100	100	520	544	578	5	1	2	21	17	7	63	77	75	11	5	16

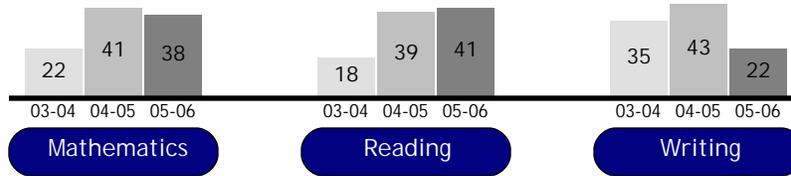
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	82	34	NA	58	100	34	38	47	100	28	32	46
	Language	100	24	30	50	100	40	43	47	100	39	34	48
	Mathematics	100	32	50	64	100	37	43	50	100	46	39	52
3	Reading	90	28	NA	55	100	27	30	44	97	20	25	46
	Language	92	44	46	61	100	29	33	44	97	21	28	46
	Mathematics	92	44	50	61	100	36	37	51	97	35	32	52
4	Reading	96	26	NA	56	98	24	38	48	97	21	34	52
	Language	96	33	31	52	98	29	40	49	97	25	32	52
	Mathematics	96	37	37	61	98	36	45	53	97	27	37	58
5	Reading	100	25	NA	55	100	34	35	50	100	30	39	56
	Language	100	21	25	49	100	38	36	50	100	34	37	54
	Mathematics	100	27	34	63	100	32	35	49	100	32	37	52
6	Reading	100	36	NA	56	100	33	38	51	100	34	37	56
	Language	100	35	33	48	100	27	34	47	100	34	30	50
	Mathematics	100	48	49	66	100	37	39	52	100	34	32	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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Proposition 301 Plan
- Ü Establish Goals for Site Improvement
- Ü School Health and Safety Issues
- Ü Supplemental Materials Selection
- Ü Capital Expenditures and Grants

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	.75	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	85
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	62%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Read 180 Lab
- Ü Fitness Center

Extracurricular Activities

- Ü Student Council
- Ü Intramural Sports
- Ü Art and Music Instruction
- Ü Academic Enrichment

Social Services

- Ü Counseling Services
- Ü Intervention/Prevention Specialist
- Ü Afterschool Tutoring Program
- Ü Breakfast/Lunch/Food Bank Programs
- Ü Uniform Assistance
- Ü Parent Liaison
- Ü Afterschool Parks and Recreation

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The Laveen School District was the first public school district in the state to institute a mandatory uniform policy for all students. It is now easy to identify who belongs on campus. This has made our campus a safer place for our students.

- ü Professional development is provided for our staff. Topics include special education, classroom accommodation, discipline, assessment, curriculum development, ADHD, EL, the Arizona Academic Standards, music, reading, phonics and diversity training.

- ü Awarded a Comprehensive School Reform Grant.

- ü Cash school has achieved AYP as defined by No Child left Behind. The school has also received a Performing label from the state under AZ Learns.

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	93	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

Our school has a comprehensive crisis intervention and safety plan under continuous review. We have a zero-tolerance policy toward weapons, violence and drugs. We also have a school resource officer who assists with law-related education, attendance and interdiction.

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	Mark E. Martinez	(602) 237-9120
Transportation Policy	Diana Wion	(602) 237-9100
Community Resources	Mark E. Martinez	(602) 237-9120
School Nutrition Programs	Chris Robbins	(602) 237-9120
Parent Organization	Pat Landeros	(602) 237-9120
Student Health/Nurse	Eleanor Stone	(602) 237-9120

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

Total cost of printing: 16 Pages X .0243 Per page X 200 Copies = \$78.00

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

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