

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3701 E Broadway, Apache Junction, AZ 85219

Apache Junction Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Kathy Brown
 Schedule : 08:00 AM to 04:30 PM
 Grades : K-5
 Web Address : www.dves.ajusd.org
 Phone Number : (480) 982-1110
 Fax Number : (480) 288-0532
 E-mail : kbrown@dves.ajusd.org

Mission

Our school's philosophy is to motivate all students to discover their unique abilities by becoming self-directed, responsible and contributing citizens. We believe in establishing a school climate which affirms the worth and diversity of all students. We have high expectations for all our students, and provide multiple opportunities for success. Our students are encouraged to be respectful, and challenged to do their best. We provide music and physical education to help teach the whole child.

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 Improve skills in mathematics including number sense and operations, data analysis and probability, patterns, Algebra, and functions.
- ü Improve skills in mathematics including Geometry, measurement, structure and logic.
- ü Improve skills in reading including the reading process, comprehending literary text, and comprehending informational text.
- ü Improve skills in the Six Traits Writing Process.

Enrollment

October 1, 2005 School Year Student Enrollment : 683
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 150

Instructional Programs

- ü Gifted Program
- ü ELL
- ü Technology-Based Learning
- ü Integrated Curriculum Instruction
- ü Speech and Language Services
- ü Literacy Plan
- ü Small group instruction
- ü Accelerated Reader

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Desert Vista Elementary School is committed to the belief that all children can learn. Communication between the home and school is fundamental to each child's achievement, success, and progression. We communicate effectively with parents through frequent progress reports, quarterly report cards, semi-annual parent conferences, and monthly newsletters. All teachers have phones in their rooms, with voice mail, and can be reached by e-mail.

Parents

Our parents realize the importance of their child's education and have created the DVES Parent Pledge. Parents have agreed to our Parent Pledge: I will discuss school with my child, in a positive manner, on a daily basis; I will assist and encourage my child in homework assignments; I will remind my child of the necessity of respect for other students, teachers, staff, and themselves; I will provide my child with a period of uninterrupted time to study.

Transportation Policy

Twelve buses transport almost 600 students daily to school. Students are transported if they live one-half mile or more from the school, up to six miles away. The behavior policy for the buses is in line with the AJUSD Code of Conduct. We maintain constant communication with the AJUSD Transportation Department to insure the safety of our students at all times. Our Transportation Department provides two bus evacuation drills each year for all students.

School Honors

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

Award/Honor	Year
ü AJUSD American Legion Teacher of the Year	2004
ü AJUSD Spelling Bee Winner	2004
ü PTA Reflections Program State Finalists	2004
ü Readers' Digest Vocabulary Challenge State Finalists	2004

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	116	472	80010	100	98	99	443	448	447	9	9	10	19	16	18	56	58	53	16	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	221	38935	100	99	99	446	447	447	8	10	9	16	14	19	61	59	55	14	16	17
Male	67	251	40974	100	98	98	441	449	448	10	8	11	21	18	18	52	57	52	16	17	19
African American	NC	10	4201	NC	100	99	NC	NA	430	NC	NA	17	NC	NA	23	NC	NA	51	NC	NA	9
Hispanic	20	122	34545	100	100	99	432	433	432	10	12	14	25	20	24	55	60	53	10	7	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	92	324	35142	100	97	99	446	453	465	9	8	5	18	15	11	55	58	56	17	20	28
Students with Disabilities	20	77	10161	100	91	93	404	412	419	35	30	28	35	32	28	25	34	36	5	4	8
Students without Disabilities	96	395	69849	100	100	100	451	454	451	4	5	7	16	13	17	63	63	56	18	19	19
Limited English Proficient Students	NC	29	14013	NC	100	97	NC	403	413	NC	34	24	NC	28	34	NC	38	39	NC	NA	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	51	216	39029	98	96	98	432	434	432	12	14	14	22	20	25	59	57	52	8	8	9
Non-Economically Disadvantaged	65	256	40981	100	100	100	452	459	462	8	5	6	17	13	13	54	58	54	22	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	104	450	79438	90	94	98	458	455	451	3	6	9	23	21	24	62	64	56	13	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	216	38775	96	97	99	463	460	457	4	6	7	13	17	22	68	65	58	15	12	13
Male	57	234	40560	85	91	97	453	451	446	2	6	12	32	25	25	56	62	54	11	7	9
African American	NC	10	4178	NC	100	98	NC	NA	439	NC	NA	13	NC	NA	29	NC	NA	52	NC	NA	6
Hispanic	19	117	34297	95	98	98	451	440	434	NA	10	14	26	27	31	68	57	50	5	5	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	81	307	34887	88	92	98	460	461	471	4	5	4	21	18	15	60	66	63	15	11	18
Students with Disabilities	NC	55	9588	NC	65	88	NC	424	416	NC	16	30	NC	42	32	NC	38	34	NC	4	5
Students without Disabilities	96	395	69850	100	100	100	460	459	456	1	5	7	22	18	23	65	67	59	13	10	12
Limited English Proficient Students	NC	26	13856	NC	90	96	NC	404	407	NC	35	27	NC	35	43	NC	31	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	44	200	38685	85	89	97	443	440	435	2	10	14	34	27	32	59	61	50	5	3	5
Non-Economically Disadvantaged	60	250	40753	94	98	99	468	467	467	3	3	5	15	17	16	63	66	62	18	14	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	114	475	79971	98	99	99	402	415	423	17	10	8	44	43	41	33	43	49	6	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	221	38974	98	99	99	428	428	437	8	8	5	38	37	33	46	51	57	8	5	4
Male	66	254	40895	99	99	98	384	405	410	23	11	10	48	49	47	24	37	41	5	3	2
African American	NC	10	4203	NC	100	99	NC	NA	411	NC	NA	11	NC	NA	45	NC	NA	43	NC	NA	2
Hispanic	20	122	34481	100	100	99	400	408	410	15	11	10	35	44	46	50	41	43	NA	4	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	90	327	35150	98	98	99	402	417	437	18	9	5	46	43	35	29	43	56	8	4	5
Students with Disabilities	19	82	10258	95	96	94	335	355	377	47	29	23	47	56	51	NA	12	25	5	2	1
Students without Disabilities	95	393	69713	99	99	100	416	427	429	11	6	5	43	41	39	40	50	52	6	4	3
Limited English Proficient Students	NC	29	13985	NC	100	97	NC	359	382	NC	28	18	NC	45	54	NC	28	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	51	219	38994	98	97	98	383	398	409	20	13	10	51	48	47	27	37	41	2	1	1
Non-Economically Disadvantaged	63	256	40977	98	100	100	418	430	437	14	7	5	38	39	34	38	49	56	10	5	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	127	488	80147	99	98	99	484	488	482	6	8	11	17	15	17	56	55	49	20	23	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	236	39281	96	98	99	477	483	483	7	9	9	20	18	17	58	54	50	15	19	24
Male	54	250	40780	100	97	98	491	493	482	6	7	12	15	11	17	54	56	48	26	26	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	20	114	33494	95	99	99	472	481	466	15	13	15	25	18	23	40	50	49	20	19	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	101	351	36122	98	97	99	486	489	501	4	6	5	17	14	10	60	58	50	19	22	35
Students with Disabilities	15	88	10295	94	91	92	445	451	443	27	27	33	33	28	26	33	36	33	7	8	8
Students without Disabilities	112	400	69852	100	100	100	489	496	488	4	4	7	15	12	16	59	59	51	22	26	26
Limited English Proficient Students	NC	21	12722	NC	100	97	NC	430	441	NC	38	27	NC	29	33	NC	33	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	54	226	38371	96	95	97	475	475	465	11	13	15	15	17	23	61	58	49	13	12	13
Non-Economically Disadvantaged	73	262	41776	100	100	100	491	500	498	3	3	6	19	13	11	52	52	49	26	32	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	473	79686	98	95	98	487	486	470	3	5	11	18	19	24	69	64	57	10	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	230	39163	95	96	99	484	484	475	3	6	9	23	19	22	67	66	60	7	10	10
Male	54	241	40438	100	93	97	489	487	465	4	5	13	13	19	25	70	61	54	13	15	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	20	109	33299	95	95	98	471	477	452	10	9	17	30	21	32	50	58	47	10	12	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	100	342	35914	97	94	98	490	489	489	1	4	5	17	19	15	72	65	67	10	13	14
Students with Disabilities	14	72	9808	88	74	87	453	447	432	7	18	35	57	47	32	36	32	30	NA	3	3
Students without Disabilities	112	401	69878	100	100	100	491	493	475	3	3	8	13	13	23	73	69	61	11	14	9
Limited English Proficient Students	NC	18	12594	NC	86	96	NC	428	422	NC	39	34	NC	39	45	NC	17	21	NC	6	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	54	216	38095	96	91	97	476	472	452	4	8	17	30	26	32	59	58	48	7	7	3
Non-Economically Disadvantaged	72	257	41591	100	98	99	494	497	486	3	3	6	10	12	16	76	68	65	11	17	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	127	487	80372	99	98	99	468	473	475	2	4	4	42	31	30	55	63	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	236	39452	96	98	99	468	481	488	3	3	3	37	25	22	59	69	72	1	3	3
Male	54	249	40836	100	96	98	467	465	464	2	4	6	50	37	37	48	58	56	NA	0	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	21	112	33608	100	97	99	468	467	462	NA	5	6	48	30	36	52	63	57	NA	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	100	352	36213	97	97	99	470	475	489	2	3	2	41	32	22	56	63	72	1	1	3
Students with Disabilities	15	85	10526	94	88	94	444	433	427	7	13	15	60	56	53	33	28	31	NA	2	1
Students without Disabilities	112	402	69846	100	100	100	471	481	482	2	2	3	39	26	26	58	71	69	1	1	2
Limited English Proficient Students	NC	20	12747	NC	95	97	NC	390	432	NC	25	12	NC	65	52	NC	10	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	54	229	38521	96	97	98	459	460	461	4	6	6	50	38	38	46	55	55	NA	0	1
Non-Economically Disadvantaged	73	258	41851	100	98	100	474	484	489	1	2	3	36	26	22	62	70	72	1	2	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	134	458	79306	100	97	99	502	501	504	7	8	13	22	22	20	56	57	49	14	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	237	38845	100	98	99	503	499	505	8	7	11	27	26	20	50	54	50	15	13	18
Male	60	221	40383	100	95	98	502	503	504	7	9	14	17	18	19	63	59	47	13	14	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	24	98	32673	100	93	99	492	495	487	4	10	18	33	21	25	54	58	46	8	10	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	108	346	36234	100	98	99	505	502	523	8	8	6	19	22	13	56	57	52	16	14	28
Students with Disabilities	16	56	10286	100	81	91	467	456	462	25	38	41	38	36	27	38	27	27	NA	NA	5
Students without Disabilities	118	402	69020	100	100	100	507	507	510	5	4	9	20	20	18	58	61	52	16	15	21
Limited English Proficient Students	NC	14	10291	NC	93	96	NC	453	458	NC	36	38	NC	36	34	NC	29	26	NC	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	49	201	37437	100	95	97	486	491	486	12	10	19	35	28	26	47	54	46	6	8	9
Non-Economically Disadvantaged	85	257	41869	100	98	100	512	509	521	5	7	7	15	17	14	61	59	51	19	17	27

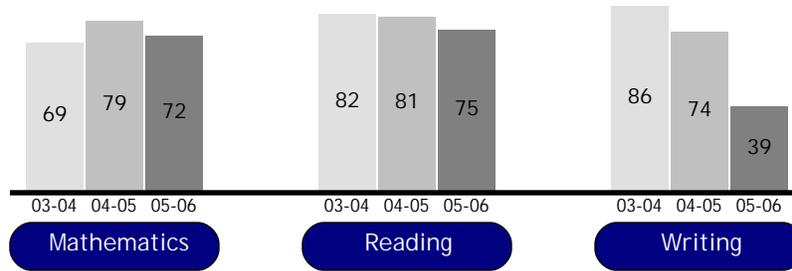
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	449	79000	100	95	98	498	495	489	2	4	10	19	21	24	69	67	58	9	8	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	232	38774	100	96	99	498	497	494	3	3	7	18	21	22	70	67	61	9	9	10
Male	60	217	40150	100	94	98	499	493	485	2	5	12	22	22	25	68	66	55	8	8	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	24	98	32508	100	93	98	482	486	472	NA	6	15	29	24	33	67	66	49	4	3	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	108	336	36135	100	95	98	502	498	508	3	3	4	17	20	14	70	67	67	10	10	15
Students with Disabilities	16	46	9991	100	67	88	470	459	449	6	17	33	50	39	36	44	43	29	NA	NA	2
Students without Disabilities	118	403	69009	100	100	100	502	499	495	2	2	6	15	19	22	73	69	62	10	9	10
Limited English Proficient Students	NC	14	10199	NC	93	95	NC	449	439	NC	29	35	NC	43	47	NC	29	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	49	197	37234	100	93	97	485	486	472	2	6	15	33	25	33	57	64	50	8	5	3
Non-Economically Disadvantaged	85	252	41766	100	97	99	506	503	505	2	2	5	12	18	16	76	68	65	9	11	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	134	465	79611	100	98	99	500	500	496	3	6	7	37	32	37	58	61	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	239	39016	100	99	99	516	516	511	NA	3	4	34	28	29	64	69	66	3	1	1
Male	60	226	40519	100	97	98	479	482	482	7	10	10	42	38	44	52	53	46	NA	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	24	103	32855	100	98	99	494	498	481	4	7	10	46	32	43	50	61	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	108	347	36380	100	99	99	501	500	511	3	6	4	35	33	30	60	61	65	2	1	1
Students with Disabilities	16	65	10664	100	94	94	457	424	440	13	31	23	56	40	54	31	29	22	NA	NA	1
Students without Disabilities	118	400	68947	100	99	100	506	511	504	2	2	4	35	31	34	62	66	61	2	1	1
Limited English Proficient Students	NC	15	10362	NC	100	97	NC	442	438	NC	27	22	NC	47	57	NC	27	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	49	207	37626	100	98	98	473	488	479	8	8	10	51	37	45	41	55	45	NA	NA	0
Non-Economically Disadvantaged	85	258	41985	100	99	100	515	509	511	NA	4	4	29	29	30	68	66	65	2	1	1

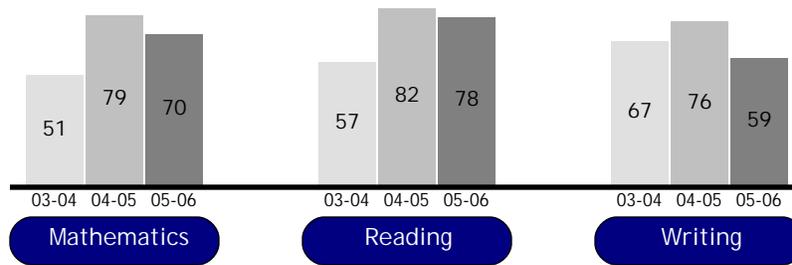
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	57	NA	58	99	53	55	47	93	59	56	46
	Language	99	46	52	50	99	51	58	47	93	67	65	48
	Mathematics	100	59	66	64	98	48	57	50	100	68	59	52
3	Reading	99	52	NA	55	99	53	50	44	90	56	54	46
	Language	98	57	60	61	99	49	47	44	100	44	46	46
	Mathematics	98	63	66	61	99	50	52	51	100	46	54	52
4	Reading	100	62	NA	56	99	55	53	48	98	65	63	52
	Language	100	59	53	52	99	58	55	49	99	65	63	52
	Mathematics	100	68	62	61	99	56	54	53	99	61	59	58
5	Reading	100	60	NA	55	100	62	56	50	100	67	61	56
	Language	100	55	53	49	100	61	55	50	100	59	58	54
	Mathematics	100	63	62	63	100	53	48	49	100	52	48	52

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 Student Discipline
- Ü Curriculum Development
- Ü Arizona State Standards
- Ü Academic Achievement
- Ü Uniform Program

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	37.00
Other Professional Staff	2.00	Teacher Aide	5.30

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	2	1	0	0
7 to 9 years	1	3	0	0
10 or more years	3	16	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	60
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab in Media Center
- Ü Internet Access in All Classrooms
- Ü Horizontal Climbing Wall
- Ü Reading Garden

Extracurricular Activities

- Ü Ridgewalkers (Hiking Club)
- Ü Kids for Saving the Earth
- Ü Young Astronauts Club
- Ü Card Collectors Club
- Ü Craft Club
- Ü Speed Stack Club
- Ü Student Council
- Ü Wee Deliver (Student Post Office)

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü DARE
- Ü YMCA Latch-Key Program
- Ü Second Step
- Ü Parks & Recreation 'Cool Kidz' program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Goals in mathematics were achieved on the AIMS by meeting or exceeding the national norms in total mathematics in grades one through five.

- ü Goals in reading were achieved by meeting or exceeding the national norms in total reading on the AIMS in grades one through five.

- ü Goals in language were achieved by meeting or exceeding the national norms in total language on the AIMS in grades one through five.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

We are a mandatory uniform school with minimal discipline problems. We provide diversity training for all staff. Quarterly honors assemblies promote student successes in academics and attendance. We have many after school clubs and activities to promote student involvement. We teach music, physical education, and technology. We also help sponsor activities for the American Cancer Society and the American Heart Association.

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	Kathy Brown	(480) 982-1110
Transportation Policy	Max Ragsdale	(480) 982-1110
Community Resources	Carol Shepherd	(480) 982-1110
School Nutrition Programs	Julie Hewitt	(480) 982-1110
Parent Organization	Sandy L'Odense	(480) 251-3789
Student Health/Nurse	Susan Williams	(480) 982-1110

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.