

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

12121 N 124th Street, Scottsdale, AZ 85259

Scottsdale 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	Excelling

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

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 Overview

Principal/Administrator : Mr. Jeff Quisberg
 Schedule : 07:00 AM to 03:30 PM
 Grades : K-5
 Web Address : anasazi.susd.org
 Phone Number : (480) 484-7300
 Fax Number : (480) 314-7301
 E-mail : jquisberg@susd.org

Mission

Anasazi will create a positive caring environment where students rise to a high level of academic achievement while developing leadership qualities, responsibility, honesty, self-worth, creativity, critical thinking skills and a true joy of learning.

School / Academic Goals

- ü Standards have been set for each grade level to raise the degree of student achievement and also promote opportunities for staff and students to improve their basic use and application of technology skills and equipment.
- ü We will continue to seek interventions and utilize techniques to make our students better communicators through reading, writing and language instruction. We will promote excellence in written communication through the use of the 6 traits of writing.
- ü We will promote character skills and maintain a positive, respectful and safe environment for students to successfully learn and grow.
- ü We will provide or access professional development opportunities for our staff with special emphasis in the areas of technology, safety and academics.

Enrollment

October 1, 2005 School Year Student Enrollment : 605
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 185

Instructional Programs

- Ü All-Day Kindergarten
- Ü Gifted and Special Education Services
- Ü Tutorial Program
- Ü Academics and Life Skills
- Ü English Language Learning

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

To provide a stimulating and challenging academic program; insure a climate conducive to learning; honor and protect the rights of all students; advocate for open and ongoing communication; encourage parent participation; assure the safety of all students, faculty and guests; and maintain a highly qualified professional staff.

Parents

Parents will provide a home environment conducive to study and learning; motivate children to do their best; take interest child's work; be a positive role model and advocate a positive point of view of education; participate in school and PTO activities; support the district's Code of Student Conduct and school's rules; make family time to share a book, write a story or a letter, and practice foundational skills such as math facts and spelling words.

Transportation Policy

Transportation is provided for K-3 students 3/4 of a mile from school and 4-5 students 1 mile from school. Service is provided for special education students whose IEPs require it. Safety and welfare of student riders is the first consideration.

School Honors

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

Award/Honor	Year
Ü Student Award Winners Art, Essay, Drug Prevention	2005
Ü All District Elementary Math Champs	2005
Ü AZ Ed Foundtion A+ School Award	2003
Ü Word Masters Awards of Merit	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	104	1919	80010	100	99	99	497	473	447	1	5	10	1	10	18	41	48	53	57	37	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	919	38935	100	99	99	486	471	447	2	5	9	NA	12	19	53	49	55	45	35	17
Male	57	1000	40974	100	99	98	506	474	448	NA	6	11	2	9	18	32	47	52	67	38	19
African American	NC	48	4201	NC	98	99	NC	438	430	NC	10	17	NC	25	23	NC	52	51	NC	13	9
Hispanic	NC	301	34545	NC	100	99	NC	440	432	NC	14	14	NC	23	24	NC	50	53	NC	14	9
Asian/Pacific Islander	NC	91	2068	NC	98	99	NC	492	474	NC	3	4	NC	4	10	NC	37	50	NC	55	36
American Indian/Alaskan Native	NC	43	3979	NC	100	96	NC	421	424	NC	19	17	NC	33	30	NC	44	47	NC	5	6
White	86	1436	35142	100	99	99	499	481	465	NA	3	5	1	7	11	41	48	56	58	42	28
Students with Disabilities	13	297	10161	100	96	93	463	448	419	8	19	28	8	18	28	62	42	36	23	21	8
Students without Disabilities	91	1622	69849	100	100	100	502	477	451	NA	3	7	NA	9	17	38	49	56	62	40	19
Limited English Proficient Students	NC	169	14013	NC	99	97	NC	418	413	NC	23	24	NC	30	34	NC	42	39	NC	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	413	39029	NC	98	98	NC	437	432	NC	14	14	NC	23	25	NC	50	52	NC	13	9
Non-Economically Disadvantaged	96	1506	40981	100	99	100	498	482	462	1	3	6	1	7	13	41	47	54	57	43	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	1921	79438	100	99	98	490	472	451	NA	6	9	7	13	24	71	61	56	22	20	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	919	38775	100	99	99	486	477	457	NA	4	7	6	11	22	77	61	58	17	23	13
Male	57	1002	40560	100	99	97	494	469	446	NA	7	12	7	14	25	67	61	54	26	18	9
African American	NC	48	4178	NC	98	98	NC	445	439	NC	17	13	NC	19	29	NC	58	52	NC	6	6
Hispanic	NC	301	34297	NC	100	99	NC	436	434	NC	17	14	NC	25	31	NC	50	50	NC	9	5
Asian/Pacific Islander	NC	91	2063	NC	98	99	NC	487	475	NC	2	3	NC	11	15	NC	59	63	NC	27	20
American Indian/Alaskan Native	NC	43	3940	NC	100	95	NC	426	429	NC	16	14	NC	33	36	NC	49	47	NC	2	3
White	86	1438	34887	100	99	98	492	481	471	NA	3	4	7	10	15	71	64	63	22	24	18
Students with Disabilities	13	297	9588	100	96	88	465	441	416	NA	20	30	23	23	32	69	46	34	8	11	5
Students without Disabilities	91	1624	69850	100	100	100	494	478	456	NA	3	7	4	11	23	71	63	59	24	22	12
Limited English Proficient Students	NC	169	13856	NC	99	96	NC	406	407	NC	31	27	NC	37	43	NC	31	29	NC	1	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	414	38685	NC	99	97	NC	437	435	NC	17	14	NC	26	32	NC	51	50	NC	7	5
Non-Economically Disadvantaged	96	1507	40753	100	99	99	490	482	467	NA	3	5	7	9	16	70	64	62	23	24	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	104	1922	79971	100	99	99	466	439	423	NA	4	8	10	35	41	87	55	49	4	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	921	38974	100	99	99	472	452	437	NA	3	5	6	27	33	87	63	57	6	7	4
Male	57	1001	40895	100	99	98	462	427	410	NA	5	10	12	43	47	86	48	41	2	3	2
African American	NC	48	4203	NC	98	99	NC	421	411	NC	10	11	NC	44	45	NC	46	43	NC	NA	2
Hispanic	NC	301	34481	NC	100	99	NC	410	410	NC	8	10	NC	54	46	NC	36	43	NC	2	1
Asian/Pacific Islander	NC	91	2067	NC	98	99	NC	448	449	NC	4	4	NC	24	28	NC	63	60	NC	9	8
American Indian/Alaskan Native	NC	43	3995	NC	100	96	NC	408	409	NC	9	10	NC	58	47	NC	33	42	NC	NA	1
White	86	1439	35150	100	99	99	466	446	437	NA	3	5	9	31	35	88	60	56	2	6	5
Students with Disabilities	13	301	10258	100	97	94	439	403	377	NA	14	23	31	50	51	69	33	25	NA	3	1
Students without Disabilities	91	1621	69713	100	100	100	470	445	429	NA	2	5	7	33	39	89	59	52	4	6	3
Limited English Proficient Students	NC	169	13985	NC	99	97	NC	378	382	NC	20	18	NC	59	54	NC	21	27	NC	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	415	38994	NC	99	98	NC	406	409	NC	10	10	NC	53	47	NC	36	41	NC	1	1
Non-Economically Disadvantaged	96	1507	40977	100	99	100	466	448	437	NA	2	5	8	31	34	89	61	56	3	6	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	105	1948	80147	100	99	99	525	505	482	6	6	11	3	10	17	34	44	49	57	40	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	974	39281	100	99	99	523	506	483	5	7	9	4	9	17	39	44	50	52	41	24
Male	49	973	40780	100	99	98	528	504	482	6	6	12	2	10	17	29	44	48	63	39	24
African American	NC	53	4249	NC	100	99	NC	464	464	NC	25	17	NC	11	22	NC	49	48	NC	15	13
Hispanic	NC	291	33494	NC	99	99	NC	464	466	NC	16	15	NC	25	23	NC	45	49	NC	14	14
Asian/Pacific Islander	NC	80	2103	NC	100	99	NC	526	515	NC	5	4	NC	9	8	NC	33	44	NC	54	45
American Indian/Alaskan Native	NC	34	4117	NC	97	96	NC	464	456	NC	26	19	NC	15	27	NC	35	46	NC	24	8
White	92	1490	36122	100	99	99	529	514	501	4	4	5	2	6	10	34	44	50	60	46	35
Students with Disabilities	19	282	10295	100	96	92	473	464	443	26	27	33	11	19	26	32	37	33	32	17	8
Students without Disabilities	86	1666	69852	100	100	100	537	512	488	1	3	7	1	8	16	35	45	51	63	44	26
Limited English Proficient Students	NC	138	12722	NC	99	97	NC	444	441	NC	28	27	NC	32	33	NC	34	37	NC	7	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	383	38371	NC	99	97	NC	461	465	NC	20	15	NC	22	23	NC	47	49	NC	11	13
Non-Economically Disadvantaged	99	1565	41776	100	99	100	528	516	498	4	3	6	3	7	11	35	43	49	58	47	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	105	1946	79686	100	99	98	504	493	470	5	5	11	5	13	24	70	65	57	21	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	973	39163	100	99	99	507	497	475	4	4	9	5	12	22	68	65	60	23	19	10
Male	49	972	40438	100	99	97	501	490	465	6	6	13	4	14	25	71	64	54	18	16	7
African American	NC	52	4228	NC	98	98	NC	465	458	NC	13	15	NC	23	28	NC	62	53	NC	2	4
Hispanic	NC	290	33299	NC	99	98	NC	459	452	NC	16	17	NC	29	32	NC	50	47	NC	6	3
Asian/Pacific Islander	NC	80	2097	NC	100	99	NC	502	490	NC	6	5	NC	10	13	NC	60	68	NC	24	14
American Indian/Alaskan Native	NC	35	4087	NC	100	96	NC	452	446	NC	14	16	NC	29	38	NC	57	44	NC	NA	2
White	92	1489	35914	100	99	98	507	502	489	2	3	5	5	9	15	72	68	67	21	20	14
Students with Disabilities	19	279	9808	100	95	87	456	457	432	21	19	35	21	30	32	47	42	30	11	9	3
Students without Disabilities	86	1667	69878	100	100	100	515	499	475	1	3	8	1	10	23	74	69	61	23	18	9
Limited English Proficient Students	NC	137	12594	NC	98	96	NC	428	422	NC	31	34	NC	38	45	NC	31	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	384	38095	NC	99	97	NC	455	452	NC	16	17	NC	31	32	NC	52	48	NC	2	3
Non-Economically Disadvantaged	99	1562	41591	100	99	99	507	503	486	3	3	6	5	8	16	70	68	65	22	21	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	105	1954	80372	100	100	99	508	495	475	1	2	4	13	19	30	77	76	64	9	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	976	39452	100	100	99	513	505	488	NA	1	3	13	13	22	77	80	72	11	6	3
Male	49	977	40836	100	99	98	504	485	464	2	3	6	14	24	37	78	71	56	6	2	1
African American	NC	53	4264	NC	100	99	NC	462	465	NC	6	5	NC	36	35	NC	58	59	NC	NA	1
Hispanic	NC	291	33608	NC	99	99	NC	468	462	NC	5	6	NC	32	36	NC	64	57	NC	NA	1
Asian/Pacific Islander	NC	79	2098	NC	99	99	NC	506	500	NC	NA	2	NC	18	16	NC	75	75	NC	8	7
American Indian/Alaskan Native	NC	35	4128	NC	100	97	NC	467	464	NC	3	4	NC	40	39	NC	57	56	NC	NA	1
White	92	1496	36213	100	100	99	511	501	489	NA	1	2	12	15	22	79	79	72	9	4	3
Students with Disabilities	19	288	10526	100	98	94	465	453	427	NA	8	15	53	46	53	47	46	31	NA	1	1
Students without Disabilities	86	1666	69846	100	100	100	518	502	482	1	1	3	5	14	26	84	81	69	10	4	2
Limited English Proficient Students	NC	138	12747	NC	99	97	NC	443	432	NC	10	12	NC	47	52	NC	41	36	NC	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	386	38521	NC	100	98	NC	463	461	NC	6	6	NC	35	38	NC	58	55	NC	1	1
Non-Economically Disadvantaged	99	1568	41851	100	100	100	511	503	489	NA	1	3	12	15	22	79	80	72	9	4	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	131	2007	79306	100	100	99	537	536	504	2	6	13	5	9	20	53	47	49	39	38	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	966	38845	100	100	99	537	536	505	1	5	11	6	9	20	58	48	50	34	39	18
Male	64	1041	40383	100	100	98	537	535	504	3	6	14	5	10	19	48	46	47	44	38	19
African American	NC	59	4171	NC	98	98	NC	499	485	NC	15	20	NC	19	26	NC	51	44	NC	15	10
Hispanic	11	282	32673	100	100	99	521	498	487	18	17	18	NA	21	25	45	46	46	36	16	10
Asian/Pacific Islander	NC	83	2147	NC	100	99	NC	550	539	NC	4	5	NC	2	10	NC	41	46	NC	53	40
American Indian/Alaskan Native	--	29	4034	--	100	97	--	489	479	--	28	22	--	17	29	--	41	43	--	14	7
White	113	1554	36234	100	100	99	536	544	523	1	3	6	6	7	13	55	47	52	38	43	28
Students with Disabilities	10	270	10286	100	99	91	NA	492	462	NA	24	41	NA	22	27	NA	38	27	NA	16	5
Students without Disabilities	121	1737	69020	100	100	100	541	542	510	1	3	9	5	7	18	52	48	52	42	42	21
Limited English Proficient Students	NC	118	10291	NC	98	96	NC	460	458	NC	35	38	NC	32	34	NC	31	26	NC	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	394	37437	NC	99	97	NC	497	486	NC	15	19	NC	21	26	NC	49	46	NC	14	9
Non-Economically Disadvantaged	123	1613	41869	100	100	100	540	545	521	1	3	7	6	7	14	53	46	51	41	44	27

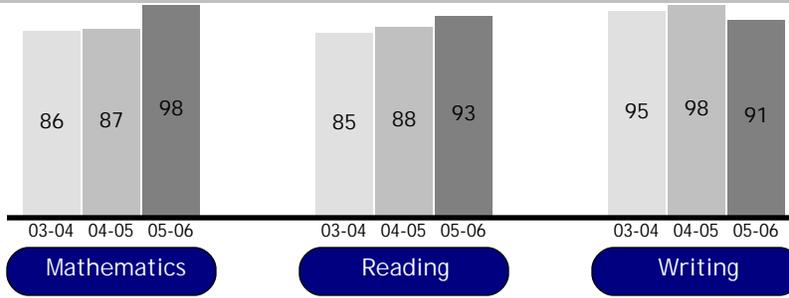
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	1994	79000	100	99	98	522	517	489	1	4	10	8	11	24	68	64	58	23	21	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	963	38774	100	99	99	521	522	494	NA	2	7	12	10	22	66	64	61	22	24	10
Male	64	1031	40150	100	99	98	524	512	485	2	5	12	5	13	25	70	63	55	23	19	8
African American	NC	58	4153	NC	97	98	NC	487	476	NC	10	13	NC	21	30	NC	57	53	NC	12	4
Hispanic	11	278	32508	100	99	98	496	481	472	NA	12	15	18	31	33	82	50	49	NA	6	3
Asian/Pacific Islander	NC	81	2142	NC	98	99	NC	523	510	NC	4	4	NC	7	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	--	28	4016	--	97	96	--	494	467	--	11	14	--	18	37	--	57	46	--	14	2
White	113	1549	36135	100	99	98	524	525	508	1	2	4	8	7	14	65	66	67	26	25	15
Students with Disabilities	10	258	9991	100	94	88	NA	479	449	NA	14	33	NA	29	36	NA	50	29	NA	7	2
Students without Disabilities	121	1736	69009	100	100	100	526	522	495	1	2	6	7	8	22	68	66	62	25	24	10
Limited English Proficient Students	NC	114	10199	NC	95	95	NC	444	439	NC	32	35	NC	46	47	NC	23	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	389	37234	NC	98	97	NC	481	472	NC	13	15	NC	26	33	NC	55	50	NC	6	3
Non-Economically Disadvantaged	123	1605	41766	100	99	99	524	526	505	1	1	5	7	8	16	68	66	65	24	25	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	131	2007	79611	100	100	99	539	524	496	NA	3	7	15	22	37	80	73	56	5	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	967	39016	100	100	99	546	537	511	NA	2	4	13	14	29	78	81	66	9	3	1
Male	64	1040	40519	100	100	98	533	511	482	NA	3	10	17	29	44	83	67	46	NA	1	0
African American	NC	59	4188	NC	98	98	NC	501	486	NC	5	9	NC	31	40	NC	64	50	NC	NA	0
Hispanic	11	282	32855	100	100	99	531	491	481	NA	7	10	27	38	43	73	54	47	NA	1	0
Asian/Pacific Islander	NC	83	2149	NC	100	100	NC	526	519	NC	NA	4	NC	27	24	NC	71	70	NC	2	2
American Indian/Alaskan Native	--	29	3992	--	100	96	--	496	478	--	10	10	--	28	46	--	62	44	--	NA	0
White	113	1554	36380	100	100	99	538	531	511	NA	2	4	15	19	30	81	78	65	4	2	1
Students with Disabilities	10	271	10664	100	99	94	NA	471	440	NA	13	23	NA	49	54	NA	36	22	NA	2	1
Students without Disabilities	121	1736	68947	100	100	100	543	532	504	NA	1	4	13	18	34	82	79	61	5	2	1
Limited English Proficient Students	NC	119	10362	NC	99	97	NC	447	438	NC	18	22	NC	56	57	NC	25	21	NC	1	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	393	37626	NC	99	98	NC	492	479	NC	8	10	NC	37	45	NC	54	45	NC	1	0
Non-Economically Disadvantaged	123	1614	41985	100	100	100	541	532	511	NA	1	4	14	19	30	81	78	65	5	2	1

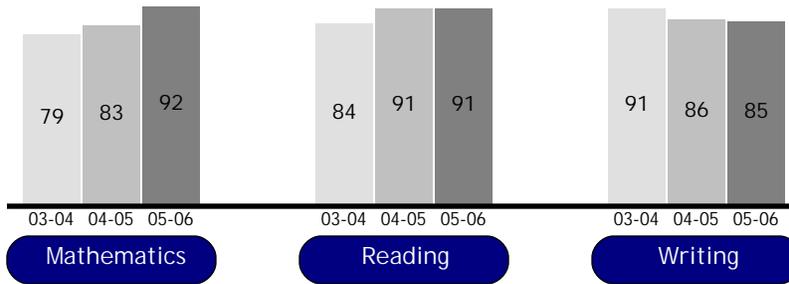
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	75	NA	58	100	69	62	47	100	70	65	46
	Language	100	73	68	50	100	77	64	47	100	84	70	48
	Mathematics	100	83	79	64	100	78	67	50	100	84	72	52
3	Reading	100	73	NA	55	100	65	57	44	100	72	63	46
	Language	100	78	77	61	100	68	57	44	100	70	59	46
	Mathematics	100	85	76	61	99	74	65	51	100	84	70	52
4	Reading	100	80	NA	56	100	66	61	48	100	73	68	52
	Language	100	74	69	52	100	65	64	49	100	79	70	52
	Mathematics	100	83	79	61	100	71	66	53	100	79	70	58
5	Reading	100	80	NA	55	99	67	64	50	100	76	73	56
	Language	100	75	69	49	99	67	65	50	100	75	73	54
	Mathematics	100	87	83	63	99	63	65	49	100	72	72	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

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

Council Duties

- Ü Goal & Vision Setting
- Ü Strategies for Technology
- Ü Support Staff Development
- Ü Promote Instructional Opportunities
- Ü Review Curriculum, Budget and Schedules
- Ü Safety, Extracurricular and Community

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	2.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	4	0	0
4 to 6 years	8	1	0	0
7 to 9 years	3	1	0	0
10 or more years	3	15	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	37
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 Windows Technology Labs
- Ü TV Studio and Campus Broadcast Network
- Ü Outdoor Amphitheater and Stage
- Ü Media Ctr with 30000+ Books/Resources

Extracurricular Activities

- Ü Student Council/Yearbook/Chess Club
- Ü Word Masters/Continental Math
- Ü Math & Geography Olympiads/Class Buddies
- Ü RAD and Bolo Programs/Television Cast
- Ü Host Scouts/Host After School Classes
- Ü Dance Groups/ Student Referees
- Ü Band/Strings/Choir/Grand Canyon Trekkers
- Ü Principal for a Day

Social Services

- Ü On-site contracted after-school care
- Ü On-site all day kindergarten
- Ü Drug, Tob, and Bully Prevention Programs
- Ü SPI Counseling
- Ü School Nurse
- Ü Health and Fitness programming

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Ongoing partnership with PTO to provide funding gifts for tutorial reading and math programs for the students of the school.

- ü Partnerships with numerous educators and other Valley professionals to work with our staff and students in many areas of educational and professional development. A partner school with the Scottsdale Community College student teacher program.

- ü Partnership with local sister schools to provide and share professional development opportunities. Trainer of trainers within the school to provide leadership and training opportunities within the staff.

- ü Technology Committee provide training and expertise for staff to attain student and staff excellence with technology goal. Curriculum Committee provide training and expertise for writing, language, reading, and math instruction.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	92	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

Life skills program that promotes positive behaviors/exemplary citizenship. Uphold the Student Code of Conduct to create/maintain a very safe and orderly climate for learning. Recognition program for positive behaviors both individuals/classes.

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	Site Improvement Team	(480) 484-7300
Transportation Policy	Director of Transportation	(480) 484-8550
Community Resources	School Secretary	(480) 484-7300
School Nutrition Programs	Director of Food Services	(480) 484-6234
Parent Organization	Anasazi PTO	(480) 484-7300
Student Health/Nurse	School Nurse	(480) 484-7311

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.

Footnotes

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 0 Copies = \$0.00

** 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.