

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7525 E. Grayhawk Dr., Scottsdale, AZ 85255

Paradise Valley Unified District

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

### AZ LEARNS<sup>1</sup>

#### 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.

### School Overview

Principal/Administrator : Mr. Don Hiemstra  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : K-6  
 Web Address : [www.pvUSD.k12.az.us/static/schools/grayhawk.htm](http://www.pvUSD.k12.az.us/static/schools/grayhawk.htm)  
 Phone Number : (480) 419-5620  
 Fax Number : (480) 419-5625  
 E-mail : [dhiemstra@pvschool.net](mailto:dhiemstra@pvschool.net)

### Mission

We, the stakeholders of the Grayhawk Elementary School Community, value: Student Centered Focus, Achievement, Respect, Responsibility, Partnership Collaboration/Communication & Pride. Therefore, the mission of the Grayhawk Elementary Team is to challenge our students and community to achieve individual excellence.

### 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 To maintain a positive learning environment to support students' academic, technological and social growth.
- ü To maintain Grayhawk Elementary school's Excelling Label.
- ü To implement our Grayhawk Elementary School Long Range Plan evaluating the effectiveness.
- ü Successful implementation of the Project Read Program.

### Enrollment

October 1, 2005 School Year Student Enrollment : 702  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 203

Instructional Programs

- Honors Classes
- Special Education Resources
- Computer Classes
- All Day Kindergarten
- Special Reading Assistance

Calendar Information

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

Shared Responsibilities

School

We believe a well-rounded education for our students mandates Grayhawk's staff to work cooperatively with parents. It is this staff and parent team, working together, that will maximize their academic, social and emotional potential. We continue to provide students with a safe, healthy environment where learning will occur. Our pledge to parents is to keep all communication lines open to foster this teamwork and become even more student centered.

Parents

Grayhawk challenges parents to participate in the education of their children. Academic excellence can only be achieved with the support of parents. We strongly endorse parents supporting the educational process by visiting the school on a regular basis, serving on the school council and other school committees, reinforcing student adherence to school rules and guidelines and monitoring their student's academic program including homework.

Transportation Policy

Bus transportation services are provided for kindergarten students who reside farther than one-half mile and students in grades one through six who reside farther than one mile from the school.

School Honors

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

Award/Honor	Year
• Excelling School Label	2005
• Four Staff members are National Core Knowledge Trainers	2005
• Milken National Educator of Arizona	2004
• Circle of Honors Principal	2006

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	2516	80010	100	99	99	486	464	447	1	7	10	3	13	18	57	51	53	39	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1236	38935	100	100	99	482	462	447	2	7	9	3	13	19	59	54	55	36	27	17
Male	46	1279	40974	100	98	98	491	465	448	NA	7	11	2	13	18	54	48	52	43	32	19
African American	NC	88	4201	NC	100	99	NC	447	430	NC	11	17	NC	17	23	NC	60	51	NC	11	9
Hispanic	NC	556	34545	NC	99	99	NC	427	432	NC	21	14	NC	24	24	NC	46	53	NC	9	9
Asian/Pacific Islander	NC	95	2068	NC	99	99	NC	483	474	NC	2	4	NC	9	10	NC	48	50	NC	40	36
American Indian/Alaskan Native	--	14	3979	--	100	96	--	435	424	--	NA	17	--	50	30	--	43	47	--	7	6
White	90	1762	35142	100	99	99	486	475	465	1	3	5	2	9	11	59	52	56	38	36	28
Students with Disabilities	NC	347	10161	NC	93	93	NC	440	419	NC	16	28	NC	28	28	NC	39	36	NC	17	8
Students without Disabilities	101	2169	69849	100	100	100	486	467	451	1	5	7	2	11	17	58	53	56	39	31	19
Limited English Proficient Students	NC	244	14013	NC	97	97	NC	395	413	NC	41	24	NC	36	34	NC	23	39	NC	0	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	599	39029	NC	99	98	NC	437	432	NC	14	14	NC	21	25	NC	52	52	NC	13	9
Non-Economically Disadvantaged	106	1917	40981	100	99	100	487	472	462	1	5	6	3	10	13	57	50	54	40	35	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	107	2495	79438	100	98	98	492	466	451	NA	7	9	4	15	24	67	60	56	29	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1227	38775	100	99	99	494	471	457	NA	6	7	5	14	22	61	60	58	34	20	13
Male	46	1267	40560	100	97	97	489	462	446	NA	9	12	2	16	25	76	61	54	22	15	9
African American	NC	88	4178	NC	100	98	NC	457	439	NC	10	13	NC	19	29	NC	58	52	NC	13	6
Hispanic	NC	550	34297	NC	98	98	NC	426	434	NC	23	14	NC	29	31	NC	44	50	NC	4	5
Asian/Pacific Islander	NC	95	2063	NC	99	99	NC	477	475	NC	2	3	NC	8	15	NC	71	63	NC	19	20
American Indian/Alaskan Native	--	13	3940	--	100	95	--	442	429	--	8	14	--	31	36	--	62	47	--	NA	3
White	90	1748	34887	100	98	98	493	479	471	NA	3	4	4	11	15	62	65	63	33	22	18
Students with Disabilities	NC	329	9588	NC	88	88	NC	438	416	NC	20	30	NC	29	32	NC	41	34	NC	10	5
Students without Disabilities	101	2166	69850	100	100	100	491	470	456	NA	5	7	4	13	23	68	63	59	28	18	12
Limited English Proficient Students	NC	239	13856	NC	95	96	NC	385	407	NC	49	27	NC	38	43	NC	13	29	NC	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	588	38685	NC	97	97	NC	437	435	NC	17	14	NC	26	32	NC	52	50	NC	6	5
Non-Economically Disadvantaged	106	1907	40753	100	99	99	492	475	467	NA	5	5	3	12	16	68	63	62	29	21	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	107	2525	79971	100	99	99	486	446	423	NA	4	8	5	27	41	79	63	49	17	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1240	38974	100	100	99	496	459	437	NA	2	5	NA	21	33	75	68	57	25	9	4
Male	46	1284	40895	100	99	98	472	433	410	NA	6	10	11	33	47	83	58	41	7	3	2
African American	NC	87	4203	NC	99	99	NC	426	411	NC	5	11	NC	40	45	NC	53	43	NC	2	2
Hispanic	NC	556	34481	NC	99	99	NC	409	410	NC	12	10	NC	41	46	NC	46	43	NC	1	1
Asian/Pacific Islander	NC	94	2067	NC	98	99	NC	466	449	NC	NA	4	NC	21	28	NC	66	60	NC	13	8
American Indian/Alaskan Native	--	14	3995	--	100	96	--	436	409	--	NA	10	--	43	47	--	57	42	--	NA	1
White	90	1773	35150	100	99	99	486	457	437	NA	2	5	4	23	35	78	69	56	18	7	5
Students with Disabilities	NC	361	10258	NC	97	94	NC	408	377	NC	13	23	NC	42	51	NC	43	25	NC	2	1
Students without Disabilities	101	2164	69713	100	100	100	486	451	429	NA	3	5	5	25	39	77	66	52	18	6	3
Limited English Proficient Students	NC	241	13985	NC	96	97	NC	369	382	NC	22	18	NC	59	54	NC	19	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	602	38994	NC	99	98	NC	415	409	NC	9	10	NC	44	47	NC	45	41	NC	2	1
Non-Economically Disadvantaged	106	1923	40977	100	99	100	486	455	437	NA	3	5	4	22	34	79	68	56	17	7	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	112	2517	80147	100	99	99	541	502	482	NA	7	11	NA	10	17	29	46	49	71	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1217	39281	100	99	99	540	503	483	NA	6	9	NA	11	17	35	45	50	65	38	24
Male	52	1297	40780	100	99	98	542	502	482	NA	7	12	NA	9	17	23	47	48	77	37	24
African American	--	87	4249	--	98	99	--	475	464	--	13	17	--	16	22	--	56	48	--	15	13
Hispanic	10	554	33494	100	98	99	NA	470	466	NA	16	15	NA	20	23	NA	45	49	NA	19	14
Asian/Pacific Islander	NC	79	2103	NC	100	99	NC	525	515	NC	1	4	NC	3	8	NC	51	44	NC	46	45
American Indian/Alaskan Native	--	34	4117	--	97	96	--	474	456	--	24	19	--	6	27	--	56	46	--	15	8
White	96	1761	36122	100	99	99	542	514	501	NA	3	5	NA	6	10	28	46	50	72	45	35
Students with Disabilities	13	375	10295	100	95	92	527	461	443	NA	24	33	NA	20	26	38	40	33	62	16	8
Students without Disabilities	99	2142	69852	100	100	100	543	509	488	NA	4	7	NA	8	16	28	47	51	72	41	26
Limited English Proficient Students	--	198	12722	--	98	97	--	428	441	--	37	27	--	32	33	--	29	37	--	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	610	38371	NC	97	97	NC	470	465	NC	15	15	NC	19	23	NC	50	49	NC	16	13
Non-Economically Disadvantaged	108	1907	41776	100	100	100	542	513	498	NA	4	6	NA	7	11	29	45	49	71	44	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	111	2496	79686	99	98	98	517	488	470	NA	7	11	2	14	24	67	63	57	32	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1211	39163	100	99	99	520	494	475	NA	6	9	2	12	22	63	63	60	35	19	10
Male	51	1282	40438	98	97	97	513	483	465	NA	9	13	2	16	25	71	63	54	27	12	7
African American	--	86	4228	--	97	98	--	470	458	--	13	15	--	17	28	--	58	53	--	12	4
Hispanic	10	549	33299	100	97	98	NA	452	452	NA	22	17	NA	28	32	NA	45	47	NA	5	3
Asian/Pacific Islander	NC	79	2097	NC	100	99	NC	505	490	NC	NA	5	NC	5	13	NC	81	68	NC	14	14
American Indian/Alaskan Native	--	34	4087	--	97	96	--	467	446	--	12	16	--	29	38	--	53	44	--	6	2
White	95	1746	35914	99	98	98	519	500	489	NA	3	5	2	9	15	64	68	67	34	19	14
Students with Disabilities	12	353	9808	92	89	87	521	451	432	NA	25	35	NA	27	32	75	42	30	25	6	3
Students without Disabilities	99	2143	69878	100	100	100	516	494	475	NA	4	8	2	12	23	66	67	61	32	17	9
Limited English Proficient Students	--	195	12594	--	97	96	--	408	422	--	51	34	--	36	45	--	12	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	601	38095	NC	96	97	NC	454	452	NC	19	17	NC	26	32	NC	50	48	NC	5	3
Non-Economically Disadvantaged	107	1895	41591	99	99	99	518	499	486	NA	4	6	2	10	16	66	67	65	32	19	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	111	2507	80372	99	99	99	540	500	475	NA	3	4	NA	16	30	82	75	64	18	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1217	39452	100	99	99	548	511	488	NA	2	3	NA	11	22	77	79	72	23	9	3
Male	51	1287	40836	98	98	98	531	490	464	NA	3	6	NA	21	37	88	72	56	12	4	1
African American	--	87	4264	--	98	99	--	495	465	--	2	5	--	18	35	--	77	59	--	2	1
Hispanic	10	551	33608	100	98	99	NA	467	462	NA	7	6	NA	30	36	NA	62	57	NA	1	1
Asian/Pacific Islander	NC	79	2098	NC	100	99	NC	520	500	NC	NA	2	NC	8	16	NC	80	75	NC	13	7
American Indian/Alaskan Native	--	34	4128	--	97	97	--	494	464	--	3	4	--	21	39	--	74	56	--	3	1
White	95	1754	36213	99	99	99	543	510	489	NA	1	2	NA	12	22	81	79	72	19	8	3
Students with Disabilities	12	370	10526	92	94	94	547	455	427	NA	9	15	NA	43	53	83	46	31	17	1	1
Students without Disabilities	99	2137	69846	100	100	100	539	508	482	NA	1	3	NA	12	26	82	80	69	18	7	2
Limited English Proficient Students	--	193	12747	--	96	97	--	416	432	--	17	12	--	53	52	--	31	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	608	38521	NC	97	98	NC	468	461	NC	7	6	NC	31	38	NC	61	55	NC	2	1
Non-Economically Disadvantaged	107	1899	41851	99	99	100	540	511	489	NA	1	3	NA	12	22	82	80	72	18	8	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	85	2706	79306	99	99	99	551	519	504	1	8	13	4	15	20	48	50	49	47	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1326	38845	98	99	99	552	519	505	NA	7	11	2	16	20	54	52	50	44	25	18
Male	44	1379	40383	100	99	98	550	520	504	2	9	14	5	15	19	43	49	47	50	28	19
African American	NC	80	4171	NC	99	98	NC	498	485	NC	9	20	NC	30	26	NC	45	44	NC	16	10
Hispanic	NC	622	32673	NC	100	99	NC	485	487	NC	18	18	NC	30	25	NC	42	46	NC	10	10
Asian/Pacific Islander	NC	75	2147	NC	99	99	NC	538	539	NC	1	5	NC	11	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	--	35	4034	--	100	97	--	500	479	--	11	22	--	29	29	--	49	43	--	11	7
White	72	1893	36234	99	99	99	553	531	523	NA	5	6	3	10	13	47	53	52	50	33	28
Students with Disabilities	NC	358	10286	NC	95	91	NC	477	462	NC	32	41	NC	23	27	NC	37	27	NC	9	5
Students without Disabilities	79	2348	69020	99	100	100	552	525	510	1	4	9	3	14	18	47	52	52	49	29	21
Limited English Proficient Students	NC	182	10291	NC	99	96	NC	450	458	NC	45	38	NC	38	34	NC	16	26	NC	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	--	709	37437	--	99	97	--	489	486	--	16	19	--	28	26	--	45	46	--	11	9
Non-Economically Disadvantaged	85	1997	41869	99	100	100	551	530	521	1	5	7	4	11	14	48	52	51	47	32	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	85	2702	79000	99	99	98	528	503	489	2	7	10	1	17	24	73	63	58	24	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1321	38774	98	99	99	536	510	494	NA	5	7	NA	15	22	71	64	61	29	16	10
Male	44	1380	40150	100	99	98	521	497	485	5	9	12	2	18	25	75	62	55	18	12	8
African American	NC	80	4153	NC	99	98	NC	493	476	NC	3	13	NC	29	30	NC	59	53	NC	10	4
Hispanic	NC	623	32508	NC	100	99	NC	469	472	NC	17	15	NC	34	33	NC	47	49	NC	3	3
Asian/Pacific Islander	NC	75	2142	NC	99	98	NC	514	510	NC	4	4	NC	15	14	NC	63	67	NC	19	16
American Indian/Alaskan Native	--	35	4016	--	100	96	--	480	467	--	9	14	--	29	37	--	57	46	--	6	2
White	72	1888	36135	99	99	98	530	515	508	NA	4	4	1	10	14	74	68	67	25	18	15
Students with Disabilities	NC	352	9991	NC	94	88	NC	464	449	NC	25	33	NC	29	36	NC	41	29	NC	5	2
Students without Disabilities	79	2350	69009	99	100	100	529	509	495	3	4	6	1	15	22	71	66	62	25	15	10
Limited English Proficient Students	NC	182	10199	NC	99	95	NC	426	439	NC	55	35	NC	34	47	NC	10	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	--	708	37234	--	99	97	--	476	472	--	14	15	--	32	33	--	49	50	--	4	3
Non-Economically Disadvantaged	85	1994	41766	99	99	99	528	513	505	2	4	5	1	11	16	73	67	65	24	17	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	85	2704	79611	99	99	99	544	516	496	NA	4	7	12	24	37	85	70	56	4	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1330	39016	98	100	99	557	529	511	NA	3	4	5	17	29	90	77	66	5	3	1
Male	44	1373	40519	100	99	98	532	505	482	NA	6	10	18	31	44	80	62	46	2	1	0
African American	NC	80	4188	NC	99	98	NC	514	486	NC	4	9	NC	24	40	NC	70	50	NC	3	0
Hispanic	NC	620	32855	NC	99	99	NC	488	481	NC	8	10	NC	39	43	NC	52	47	NC	1	0
Asian/Pacific Islander	NC	76	2149	NC	100	100	NC	529	519	NC	4	4	NC	16	24	NC	75	70	NC	5	2
American Indian/Alaskan Native	--	35	3992	--	100	96	--	502	478	--	3	10	--	31	46	--	66	44	--	NA	0
White	72	1892	36380	99	99	99	546	526	511	NA	3	4	11	20	30	86	75	65	3	2	1
Students with Disabilities	NC	359	10664	NC	96	94	NC	463	440	NC	18	23	NC	45	54	NC	35	22	NC	2	1
Students without Disabilities	79	2345	68947	99	100	100	544	524	504	NA	2	4	11	21	34	85	75	61	4	2	1
Limited English Proficient Students	NC	181	10362	NC	99	97	NC	425	438	NC	24	22	NC	62	57	NC	14	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	--	706	37626	--	98	98	--	489	479	--	8	10	--	38	45	--	53	45	--	1	0
Non-Economically Disadvantaged	85	1998	41985	99	100	100	544	526	511	NA	3	4	12	19	30	85	76	65	4	3	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	73	2629	79327	100	99	98	574	535	518	NA	10	19	7	15	20	52	52	46	41	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1291	38961	100	99	98	589	538	520	NA	9	16	5	15	20	44	54	48	51	23	16
Male	34	1337	40295	100	99	97	557	533	516	NA	12	21	9	15	19	62	51	44	29	22	16
African American	--	90	4247	--	100	98	--	509	499	--	20	27	--	19	24	--	51	41	--	10	8
Hispanic	NC	546	32327	NC	99	98	NC	503	499	NC	23	27	NC	25	25	NC	44	41	NC	8	8
Asian/Pacific Islander	NC	84	1939	NC	99	99	NC	558	556	NC	4	6	NC	10	10	NC	55	47	NC	32	36
American Indian/Alaskan Native	--	29	4391	--	100	96	--	512	489	--	17	32	--	17	27	--	55	36	--	10	4
White	65	1879	36373	100	99	98	572	545	538	NA	6	10	8	12	14	52	55	52	40	27	25
Students with Disabilities	NC	343	9321	NC	94	87	NC	482	467	NC	38	54	NC	27	22	NC	30	21	NC	5	3
Students without Disabilities	64	2286	70006	100	100	100	582	543	524	NA	6	14	NA	13	19	55	56	49	45	25	18
Limited English Proficient Students	--	132	9431	--	99	95	--	456	466	--	59	53	--	30	27	--	11	18	--	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	618	37097	NC	98	97	NC	504	498	NC	21	27	NC	24	25	NC	48	41	NC	7	7
Non-Economically Disadvantaged	70	2011	42230	100	99	99	574	545	535	NA	7	11	7	12	15	53	53	50	40	27	24

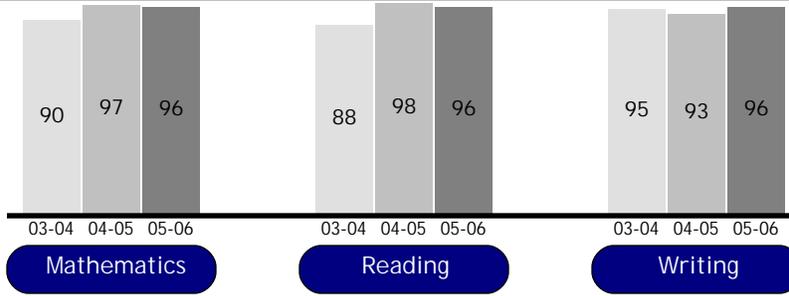
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	2634	79501	100	99	98	544	513	497	1	6	10	8	17	25	68	70	60	22	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1296	39062	100	100	99	558	519	502	NA	4	8	5	15	23	62	72	64	33	10	5
Male	34	1337	40368	100	99	98	528	507	491	3	8	13	12	19	27	76	69	57	9	5	3
African American	--	90	4279	--	100	99	--	496	485	--	14	14	--	18	30	--	64	54	--	3	2
Hispanic	NC	545	32389	NC	99	98	NC	482	478	NC	15	16	NC	34	34	NC	48	48	NC	3	1
Asian/Pacific Islander	NC	84	1936	NC	99	99	NC	527	519	NC	1	3	NC	12	14	NC	77	73	NC	10	9
American Indian/Alaskan Native	--	29	4401	--	100	96	--	493	473	--	10	17	--	21	40	--	69	43	--	NA	1
White	65	1885	36446	100	100	99	543	522	516	2	3	4	9	12	15	66	76	73	23	9	7
Students with Disabilities	NC	349	9411	NC	96	88	NC	468	453	NC	24	36	NC	34	36	NC	41	26	NC	1	1
Students without Disabilities	64	2285	70090	100	100	100	551	519	502	NA	3	7	3	14	24	72	75	65	25	8	5
Limited English Proficient Students	--	130	9401	--	97	94	--	433	443	--	52	40	--	41	46	--	8	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	620	37183	NC	99	97	NC	485	479	NC	14	16	NC	29	34	NC	55	49	NC	2	1
Non-Economically Disadvantaged	70	2014	42318	100	100	99	544	521	513	1	3	5	9	13	17	67	75	70	23	9	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	73	2642	80000	100	100	99	627	587	564	NA	1	3	NA	6	11	56	74	75	44	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1295	39288	100	100	99	641	602	579	NA	1	2	NA	3	6	33	71	77	67	26	16
Male	34	1346	40644	100	100	98	611	572	549	NA	2	4	NA	9	15	82	78	74	18	11	7
African American	--	92	4307	--	100	99	--	571	551	--	3	4	--	10	13	--	77	75	--	10	7
Hispanic	NC	549	32672	NC	99	99	NC	561	548	NC	3	4	NC	10	14	NC	81	76	NC	6	6
Asian/Pacific Islander	NC	85	1945	NC	100	99	NC	611	592	NC	NA	1	NC	1	4	NC	66	69	NC	33	25
American Indian/Alaskan Native	--	29	4424	--	100	97	--	565	549	--	3	3	--	7	14	--	86	77	--	3	5
White	65	1886	36602	100	100	99	626	594	579	NA	1	2	NA	5	7	58	73	75	42	22	16
Students with Disabilities	NC	357	9919	NC	98	93	NC	535	505	NC	4	9	NC	26	35	NC	67	54	NC	2	2
Students without Disabilities	64	2285	70081	100	100	100	632	594	571	NA	1	2	NA	3	7	50	75	79	50	21	12
Limited English Proficient Students	--	129	9571	--	96	96	--	489	502	--	14	10	--	30	29	--	56	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	620	37534	NC	99	98	NC	561	547	NC	2	4	NC	11	15	NC	80	76	NC	6	5
Non-Economically Disadvantaged	70	2022	42466	100	100	100	627	594	578	NA	1	2	NA	4	7	56	73	75	44	22	16

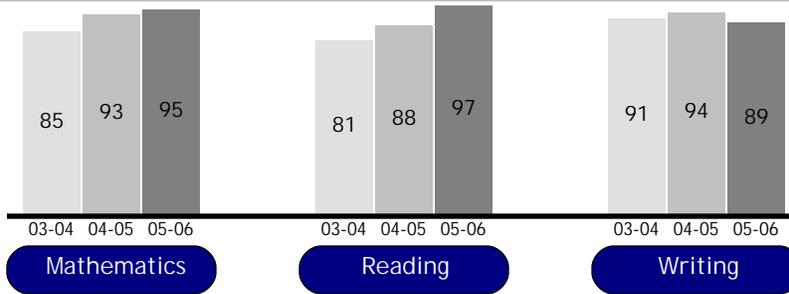
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	76	NA	58	99	73	55	47	100	75	56	46
	Language	100	74	59	50	99	71	55	47	100	83	58	48
	Mathematics	100	84	68	64	99	70	56	50	100	79	58	52
3	Reading	100	74	NA	55	99	75	56	44	100	82	61	46
	Language	100	82	69	61	99	72	55	44	100	73	58	46
	Mathematics	100	80	69	61	100	74	60	51	100	78	63	52
4	Reading	100	79	NA	56	98	74	58	48	99	82	65	52
	Language	100	79	63	52	98	76	57	49	99	85	65	52
	Mathematics	100	83	72	61	98	76	61	53	100	86	70	58
5	Reading	100	86	NA	55	100	72	58	50	98	82	65	56
	Language	100	79	60	49	100	77	59	50	98	83	65	54
	Mathematics	100	90	72	63	100	71	57	49	98	78	63	52
6	Reading	100	83	NA	56	100	78	61	51	100	82	67	56
	Language	100	80	61	48	100	77	57	47	100	82	61	50
	Mathematics	100	91	76	66	100	82	62	52	100	86	68	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/](http://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 Development of School Philosophy
- Ü Development of School Goals
- Ü Evaluation of Goal Progress
- Ü Parent/Educator Relations
- Ü Safety Issues
- Ü Implementing Core Knowledge

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	2.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	3	0	0
4 to 6 years	3	1	0	0
7 to 9 years	1	6	0	1
10 or more years	3	19	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
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
- Ü Science Lab/Math Lab
- Ü Library
- Ü Cultural Arts Center

Extracurricular Activities

- Ü Student Council (Grades 4-6)
- Ü Band (Grades 4-6)
- Ü Chorus (Grades 4-6)
- Ü Strings (Grades 4-6)
- Ü Tutoring Clubs (K-6)

Social Services

- Ü Lunch Program
- Ü Community Classes
- Ü Clothing/Food Banks
- Ü Veterans Recognition Program
- Ü Crisis Intervention Plan

ü Grayhawk is a National Core Knowledge Visitation Site.

ü Maintained Excelling School Label.

ü Milken National Educator of Arizona

ü 4 National Core Knowledge trainers

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	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

Have established a safety/crisis team committee to collaborate on any/all safety issues. Including a Crisis Intervention Team to implement District Crisis Plan. Staff training in mock crisis situation. Ten fire drills per year. Held a Walk of School Safety Day.

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	Don Hiemstra	(480) 419-5620
Transportation Policy	Doug Curry	(602) 493-6320
Community Resources	Jane Tate	(602) 867-5209
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Allison Gualtiere	(480) 419-5620
Student Health/Nurse	Lisa Van Paris	(480) 419-5623

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](http://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](http://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](http://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.