



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

21150 North Arrowhead Loop Road, Glendale, AZ 85308

Deer Valley Unified District

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

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mrs. Carol Butler  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : K-6  
 Web Address : legendsprings.dvUSD.org/  
 Phone Number : (623) 376-4500  
 Fax Number : (623) 376-4580  
 E-mail : carolyn.butler@ls.dvUSD.org

Mission

Legend Springs School will provide a safe learning environment where every child will learn the academic, technological and social skills necessary to succeed in the classroom and society. Legends will provide an atmosphere of responsibility, cooperation, and respect through integrated and interdisciplinary experiences, which will challenge and encourage students to learn. Legend Springs encourages staff and students to set and strive to meet goals of academic excellence and personal growth.

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

- To extend learning opportunities by providing choices for academic learning beyond the typical school day and setting.
- To strengthen the community's perception of the school by providing a safe and orderly environment for students, staff and community.
- To help students to become personally responsible for their studies and study skill development. To help our students grow into independent, life long learners who strive for excellence in all aspects of their lives.

Enrollment

October 1, 2005 School Year Student Enrollment : 665  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 80

Instructional Programs

- ü Gifted
- ü Inclusive Practices
- ü AIMS Intervention Tutoring Reading/Math
- ü Reading Support Groups

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 :	5/26/2006

Shared Responsibilities

School

The responsibilities of Legend Springs are implementation of site-based management and a safe school environment. We provide guidance in five goal areas: Raising Expectations; District Image; Alternatives, Options, Choices; Parent/Community Involvement; Growth.

Parents

We believe the parents' responsibilities include sending children to school every day that school is in session. We expect that our parents will send students to school on time, appropriately dressed, fed, rested, and ready to learn.

Transportation Policy

Students are bused in grades 1-6 if their residence is more than a one-mile radius from school. All kindergarten children are transported beyond a one-half mile radius and special education students with a handicap are transported as required by their IEPs.

School Honors

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

Award/Honor	Year
ü Chess Club Governor's Cup Trophy	2002
ü Teacher of The Year Award	2003
ü Certificate of Safety Excellence	2005
ü Westside Food Bank Achievement Award	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	2658	80010	100	99	99	471	460	447	1	5	10	3	11	18	71	61	53	25	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1252	38935	100	99	99	461	458	447	2	4	9	7	12	19	75	63	55	16	21	17
Male	48	1406	40974	100	99	98	480	462	448	NA	5	11	NA	11	18	67	59	52	33	25	19
African American	NC	84	4201	NC	99	99	NC	439	430	NC	11	17	NC	21	23	NC	60	51	NC	8	9
Hispanic	NC	406	34545	NC	97	99	NC	441	432	NC	11	14	NC	19	24	NC	57	53	NC	14	9
Asian/Pacific Islander	NC	97	2068	NC	100	99	NC	473	474	NC	2	4	NC	8	10	NC	55	50	NC	35	36
American Indian/Alaskan Native	--	18	3979	--	90	96	--	434	424	--	11	17	--	17	30	--	67	47	--	6	6
White	81	2053	35142	100	99	99	472	465	465	NA	4	5	4	10	11	70	62	56	26	25	28
Students with Disabilities	NC	327	10161	NC	92	93	NC	430	419	NC	21	28	NC	23	28	NC	46	36	NC	10	8
Students without Disabilities	84	2331	69849	100	100	100	474	464	451	NA	3	7	4	10	17	70	63	56	26	25	19
Limited English Proficient Students	NC	134	14013	NC	92	97	NC	409	413	NC	25	24	NC	37	34	NC	39	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	261	39029	NC	95	98	NC	441	432	NC	11	14	NC	20	25	NC	54	52	NC	15	9
Non-Economically Disadvantaged	90	2397	40981	100	99	100	471	462	462	1	4	6	3	10	13	70	61	54	26	24	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	2643	79438	99	98	98	487	470	451	NA	4	9	2	14	24	78	65	56	20	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1248	38775	95	99	99	485	475	457	NA	3	7	2	12	22	79	66	58	19	19	13
Male	47	1395	40560	100	98	97	488	465	446	NA	5	12	2	16	25	77	65	54	21	14	9
African American	NC	83	4178	NC	98	98	NC	454	439	NC	6	13	NC	18	29	NC	66	52	NC	10	6
Hispanic	NC	402	34297	NC	96	98	NC	449	434	NC	10	14	NC	23	31	NC	54	50	NC	12	5
Asian/Pacific Islander	NC	98	2063	NC	100	99	NC	483	475	NC	1	3	NC	11	15	NC	63	63	NC	24	20
American Indian/Alaskan Native	--	18	3940	--	90	95	--	445	429	--	NA	14	--	39	36	--	61	47	--	NA	3
White	79	2042	34887	100	99	98	483	474	471	NA	3	4	3	12	15	82	68	63	15	17	18
Students with Disabilities	NC	311	9588	NC	88	88	NC	437	416	NC	14	30	NC	32	32	NC	47	34	NC	7	5
Students without Disabilities	84	2332	69850	100	100	100	488	474	456	NA	2	7	2	12	23	76	68	59	21	18	12
Limited English Proficient Students	NC	134	13856	NC	92	96	NC	402	407	NC	27	27	NC	47	43	NC	26	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	261	38685	NC	95	97	NC	445	435	NC	11	14	NC	25	32	NC	55	50	NC	10	5
Non-Economically Disadvantaged	87	2382	40753	99	99	99	486	472	467	NA	3	5	2	13	16	78	66	62	20	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	2647	79971	100	98	99	468	437	423	NA	4	8	18	34	41	70	59	49	12	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1251	38974	98	99	99	478	451	437	NA	3	5	7	25	33	81	67	57	12	5	4
Male	48	1396	40895	100	98	98	459	425	410	NA	5	10	27	42	47	60	51	41	13	2	2
African American	NC	84	4203	NC	99	99	NC	426	411	NC	5	11	NC	42	45	NC	52	43	NC	1	2
Hispanic	NC	403	34481	NC	96	99	NC	422	410	NC	7	10	NC	39	46	NC	52	43	NC	2	1
Asian/Pacific Islander	NC	98	2067	NC	100	99	NC	449	449	NC	3	4	NC	31	28	NC	56	60	NC	10	8
American Indian/Alaskan Native	--	19	3995	--	95	96	--	416	409	--	11	10	--	37	47	--	53	42	--	NA	1
White	80	2043	35150	100	99	99	469	440	437	NA	3	5	18	33	35	70	60	56	13	4	5
Students with Disabilities	NC	328	10258	NC	92	94	NC	398	377	NC	14	23	NC	53	51	NC	31	25	NC	2	1
Students without Disabilities	83	2319	69713	100	99	100	469	442	429	NA	3	5	17	31	39	70	63	52	13	4	3
Limited English Proficient Students	NC	132	13985	NC	91	97	NC	383	382	NC	16	18	NC	57	54	NC	27	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	258	38994	NC	93	98	NC	414	409	NC	11	10	NC	38	47	NC	50	41	NC	2	1
Non-Economically Disadvantaged	89	2389	40977	100	99	100	468	440	437	NA	3	5	18	33	34	71	60	56	11	4	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	2846	80147	100	98	99	538	499	482	1	5	11	2	11	17	33	50	49	64	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1403	39281	100	99	99	539	497	483	NA	5	9	2	11	17	38	53	50	60	31	24
Male	47	1443	40780	100	98	98	537	501	482	2	6	12	2	11	17	28	47	48	68	36	24
African American	NC	84	4249	NC	99	99	NC	486	464	NC	8	17	NC	15	22	NC	50	48	NC	26	13
Hispanic	10	405	33494	100	96	99	NA	474	466	NA	11	15	NA	20	23	NA	54	49	NA	16	14
Asian/Pacific Islander	11	116	2103	100	98	99	560	520	515	NA	1	4	NA	3	8	9	50	44	91	46	45
American Indian/Alaskan Native	--	25	4117	--	96	96	--	474	456	--	16	19	--	24	27	--	36	46	--	24	8
White	76	2215	36122	100	98	99	538	503	501	1	4	5	1	9	10	36	50	50	62	36	35
Students with Disabilities	12	362	10295	100	89	92	486	458	443	8	22	33	17	29	26	50	34	33	25	15	8
Students without Disabilities	88	2484	69852	100	100	100	545	505	488	NA	3	7	NA	8	16	31	53	51	69	36	26
Limited English Proficient Students	--	107	12722	--	94	97	--	438	441	--	30	27	--	30	33	--	38	37	--	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	291	38371	NC	95	97	NC	479	465	NC	11	15	NC	18	23	NC	51	49	NC	21	13
Non-Economically Disadvantaged	95	2555	41776	100	99	100	539	501	498	1	5	6	1	10	11	33	50	49	65	35	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	2836	79686	99	98	98	506	488	470	1	5	11	5	15	24	69	67	57	25	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1404	39163	98	99	99	509	491	475	NA	4	9	6	14	22	65	68	60	29	15	10
Male	47	1432	40438	100	97	97	503	485	465	2	6	13	4	16	25	72	67	54	21	11	7
African American	NC	82	4228	NC	96	98	NC	479	458	NC	5	15	NC	16	28	NC	74	53	NC	5	4
Hispanic	10	405	33299	100	96	98	NA	467	452	NA	9	17	NA	26	32	NA	59	47	NA	6	3
Asian/Pacific Islander	11	115	2097	100	97	99	514	498	490	NA	3	5	NA	10	13	73	69	68	27	19	14
American Indian/Alaskan Native	--	24	4087	--	92	96	--	461	446	--	13	16	--	33	38	--	50	44	--	4	2
White	76	2209	35914	100	98	98	506	492	489	1	4	5	5	13	15	67	69	67	26	15	14
Students with Disabilities	11	350	9808	92	86	87	480	449	432	9	22	35	18	31	32	55	41	30	18	6	3
Students without Disabilities	88	2486	69878	100	100	100	509	493	475	NA	2	8	3	13	23	70	71	61	26	14	9
Limited English Proficient Students	--	106	12594	--	93	96	--	421	422	--	31	34	--	46	45	--	23	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	289	38095	NC	94	97	NC	468	452	NC	9	17	NC	24	32	NC	62	48	NC	6	3
Non-Economically Disadvantaged	95	2547	41591	100	98	99	507	490	486	1	4	6	5	14	16	67	68	65	26	14	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	2871	80372	100	99	99	520	490	475	NA	2	4	10	20	30	80	75	64	10	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1417	39452	100	100	99	531	501	488	NA	1	3	6	13	22	77	81	72	17	4	3
Male	47	1454	40836	100	99	98	507	479	464	NA	3	6	15	26	37	83	70	56	2	2	1
African American	NC	86	4264	NC	100	99	NC	489	465	NC	1	5	NC	19	35	NC	80	59	NC	NA	1
Hispanic	10	408	33608	100	97	99	NA	477	462	NA	4	6	NA	25	36	NA	70	57	NA	1	1
Asian/Pacific Islander	11	116	2098	100	98	99	547	509	500	NA	NA	2	NA	13	16	64	78	75	36	9	7
American Indian/Alaskan Native	--	25	4128	--	96	97	--	462	464	--	4	4	--	32	39	--	64	56	--	NA	1
White	76	2235	36213	100	99	99	515	491	489	NA	2	2	11	19	22	83	76	72	7	3	3
Students with Disabilities	12	385	10526	100	94	94	468	446	427	NA	9	15	50	46	53	50	43	31	NA	1	1
Students without Disabilities	88	2486	69846	100	100	100	526	496	482	NA	1	3	5	16	26	84	80	69	11	3	2
Limited English Proficient Students	--	108	12747	--	95	97	--	434	432	--	13	12	--	48	52	--	39	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	295	38521	NC	96	98	NC	477	461	NC	3	6	NC	27	38	NC	68	55	NC	1	1
Non-Economically Disadvantaged	95	2576	41851	100	99	100	520	491	489	NA	2	3	9	19	22	80	76	72	11	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2780	79306	100	98	99	543	517	504	1	7	13	5	13	20	55	58	49	39	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1359	38845	100	98	99	545	516	505	NA	5	11	6	14	20	51	62	50	43	19	18
Male	51	1416	40383	100	98	98	542	518	504	2	8	14	4	13	19	59	55	47	35	25	19
African American	NC	109	4171	NC	98	98	NC	505	485	NC	8	20	NC	22	26	NC	54	44	NC	16	10
Hispanic	NC	398	32673	NC	98	99	NC	498	487	NC	11	18	NC	23	25	NC	51	46	NC	15	10
Asian/Pacific Islander	NC	102	2147	NC	100	99	NC	537	539	NC	1	5	NC	12	10	NC	56	46	NC	31	40
American Indian/Alaskan Native	--	15	4034	--	100	97	--	488	479	--	13	22	--	20	29	--	60	43	--	7	7
White	85	2153	36234	100	98	99	546	521	523	1	6	6	4	11	13	54	60	52	41	23	28
Students with Disabilities	10	350	10286	100	91	91	NA	472	462	NA	29	41	NA	30	27	NA	36	27	NA	5	5
Students without Disabilities	92	2430	69020	100	100	100	546	523	510	NA	3	9	4	11	18	54	61	52	41	24	21
Limited English Proficient Students	NC	92	10291	NC	92	96	NC	462	458	NC	34	38	NC	41	34	NC	20	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	263	37437	NC	95	97	NC	499	486	NC	13	19	NC	21	26	NC	51	46	NC	15	9
Non-Economically Disadvantaged	96	2517	41869	100	99	100	544	519	521	1	6	7	4	13	14	56	59	51	39	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	102	2775	79000	100	98	98	525	505	489	1	5	10	4	15	24	73	68	58	23	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1360	38774	100	98	99	531	510	494	NA	4	7	2	12	22	75	70	61	24	14	10
Male	51	1411	40150	100	98	98	519	500	485	2	6	12	6	17	25	71	65	55	22	11	8
African American	NC	111	4153	NC	100	98	NC	493	476	NC	5	13	NC	23	30	NC	68	53	NC	4	4
Hispanic	NC	398	32508	NC	98	98	NC	483	472	NC	12	15	NC	25	33	NC	56	49	NC	6	3
Asian/Pacific Islander	NC	101	2142	NC	100	99	NC	511	510	NC	NA	4	NC	14	14	NC	72	67	NC	14	16
American Indian/Alaskan Native	--	15	4016	--	100	96	--	478	467	--	13	14	--	40	37	--	40	46	--	7	2
White	85	2148	36135	100	98	98	527	509	508	1	4	4	4	12	14	71	70	67	25	14	15
Students with Disabilities	10	347	9991	100	90	88	NA	460	449	NA	21	33	NA	40	36	NA	35	29	NA	4	2
Students without Disabilities	92	2428	69009	100	100	100	528	511	495	NA	2	6	2	11	22	74	72	62	24	14	10
Limited English Proficient Students	NC	91	10199	NC	91	95	NC	439	439	NC	38	35	NC	45	47	NC	14	18	NC	2	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	260	37234	NC	94	97	NC	488	472	NC	9	15	NC	28	33	NC	55	50	NC	8	3
Non-Economically Disadvantaged	96	2515	41766	100	99	99	525	507	505	1	4	5	3	13	16	74	69	65	22	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2787	79611	100	99	99	541	515	496	NA	3	7	15	26	37	82	70	56	3	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1367	39016	100	99	99	559	528	511	NA	2	4	2	17	29	94	80	66	4	1	1
Male	51	1415	40519	100	98	98	522	503	482	NA	4	10	27	36	44	71	60	46	2	0	0
African American	NC	111	4188	NC	100	98	NC	508	486	NC	6	9	NC	23	40	NC	71	50	NC	NA	0
Hispanic	NC	402	32855	NC	99	99	NC	498	481	NC	6	10	NC	35	43	NC	58	47	NC	1	0
Asian/Pacific Islander	NC	103	2149	NC	100	100	NC	519	519	NC	4	4	NC	24	24	NC	71	70	NC	1	2
American Indian/Alaskan Native	--	15	3992	--	100	96	--	507	478	--	7	10	--	40	46	--	53	44	--	NA	0
White	85	2153	36380	100	98	99	539	518	511	NA	2	4	15	25	30	82	72	65	2	1	1
Students with Disabilities	10	360	10664	100	94	94	NA	468	440	NA	11	23	NA	56	54	NA	32	22	NA	1	1
Students without Disabilities	92	2427	68947	100	99	100	544	521	504	NA	2	4	12	22	34	85	76	61	3	1	1
Limited English Proficient Students	NC	96	10362	NC	96	97	NC	453	438	NC	18	22	NC	59	57	NC	23	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	265	37626	NC	96	98	NC	493	479	NC	8	10	NC	32	45	NC	60	45	NC	NA	0
Non-Economically Disadvantaged	96	2522	41985	100	99	100	540	517	511	NA	2	4	16	26	30	81	71	65	3	1	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	2934	79327	99	99	98	568	537	518	2	9	19	8	13	20	45	56	46	45	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1475	38961	100	99	98	574	540	520	2	8	16	6	13	20	45	56	48	47	24	16
Male	60	1456	40295	98	98	97	562	534	516	2	11	21	10	13	19	45	55	44	43	21	16
African American	NC	98	4247	NC	100	98	NC	508	499	NC	23	27	NC	19	24	NC	48	41	NC	9	8
Hispanic	NC	430	32327	NC	99	98	NC	515	499	NC	19	27	NC	19	25	NC	50	41	NC	12	8
Asian/Pacific Islander	NC	91	1939	NC	100	99	NC	575	556	NC	1	6	NC	5	10	NC	47	47	NC	46	36
American Indian/Alaskan Native	--	22	4391	--	85	96	--	521	489	--	14	32	--	18	27	--	59	36	--	9	4
White	104	2288	36373	99	98	98	566	541	538	1	7	10	7	12	14	48	57	52	44	24	25
Students with Disabilities	NC	345	9321	NC	91	87	NC	486	467	NC	39	54	NC	24	22	NC	31	21	NC	6	3
Students without Disabilities	115	2589	70006	100	100	100	573	543	524	NA	6	14	6	11	19	46	59	49	48	24	18
Limited English Proficient Students	NC	91	9431	NC	98	95	NC	473	466	NC	56	53	NC	21	27	NC	18	18	NC	5	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	263	37097	NC	93	97	NC	513	498	NC	21	27	NC	17	25	NC	50	41	NC	12	7
Non-Economically Disadvantaged	120	2671	42230	99	99	99	570	539	535	2	8	11	8	13	15	44	56	50	47	23	24

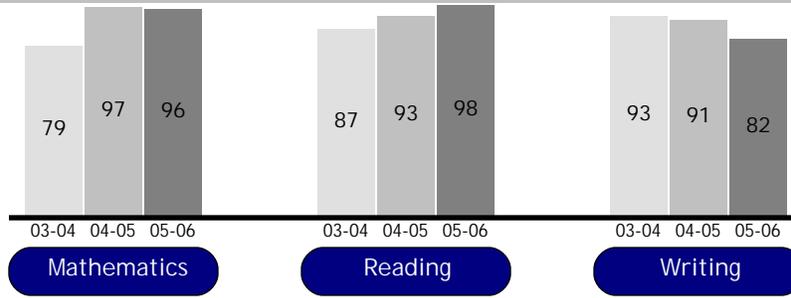
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	2939	79501	99	99	98	524	514	497	2	5	10	18	16	25	69	73	60	11	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1477	39062	100	99	99	532	522	502	2	3	8	11	12	23	72	76	64	16	8	5
Male	60	1458	40368	98	99	98	515	507	491	3	6	13	25	20	27	65	69	57	7	5	3
African American	NC	97	4279	NC	99	99	NC	496	485	NC	7	14	NC	26	30	NC	63	54	NC	4	2
Hispanic	NC	423	32389	NC	97	98	NC	496	478	NC	11	16	NC	24	34	NC	62	48	NC	3	1
Asian/Pacific Islander	NC	91	1936	NC	100	99	NC	531	519	NC	NA	3	NC	14	14	NC	71	73	NC	14	9
American Indian/Alaskan Native	--	23	4401	--	88	96	--	499	473	--	13	17	--	13	40	--	70	43	--	4	1
White	104	2300	36446	99	99	99	520	518	516	3	3	4	17	14	15	71	75	73	9	7	7
Students with Disabilities	NC	350	9411	NC	93	88	NC	469	453	NC	25	36	NC	38	36	NC	35	26	NC	3	1
Students without Disabilities	115	2589	70090	100	100	100	527	520	502	2	2	7	14	13	24	73	78	65	11	7	5
Limited English Proficient Students	NC	87	9401	NC	94	94	NC	445	443	NC	41	40	NC	43	46	NC	16	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	263	37183	NC	93	97	NC	493	479	NC	11	16	NC	25	34	NC	62	49	NC	2	1
Non-Economically Disadvantaged	120	2676	42318	99	99	99	525	517	513	3	4	5	18	15	17	68	74	70	12	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	2943	80000	99	99	99	596	582	564	1	2	3	2	6	11	77	76	75	21	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1484	39288	100	99	99	608	597	579	NA	2	2	NA	2	6	72	72	77	28	25	16
Male	60	1455	40644	98	98	98	582	566	549	2	2	4	3	9	15	82	79	74	13	9	7
African American	NC	98	4307	NC	100	99	NC	569	551	NC	4	4	NC	6	13	NC	74	75	NC	15	7
Hispanic	NC	429	32672	NC	98	99	NC	564	548	NC	5	4	NC	10	14	NC	75	76	NC	11	6
Asian/Pacific Islander	NC	91	1945	NC	100	99	NC	599	592	NC	1	1	NC	1	4	NC	69	69	NC	29	25
American Indian/Alaskan Native	--	23	4424	--	88	97	--	592	549	--	NA	3	--	9	14	--	78	77	--	13	5
White	104	2297	36602	99	99	99	595	585	579	NA	1	2	2	5	7	81	76	75	17	18	16
Students with Disabilities	NC	358	9919	NC	95	93	NC	530	505	NC	7	9	NC	23	35	NC	67	54	NC	4	2
Students without Disabilities	115	2585	70081	100	100	100	597	588	571	1	1	2	2	3	7	76	77	79	22	19	12
Limited English Proficient Students	NC	88	9571	NC	95	96	NC	503	502	NC	13	10	NC	26	29	NC	60	60	NC	1	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	265	37534	NC	94	98	NC	559	547	NC	5	4	NC	11	15	NC	74	76	NC	10	5
Non-Economically Disadvantaged	120	2678	42466	99	99	100	596	584	578	1	2	2	2	5	7	76	76	75	22	18	16

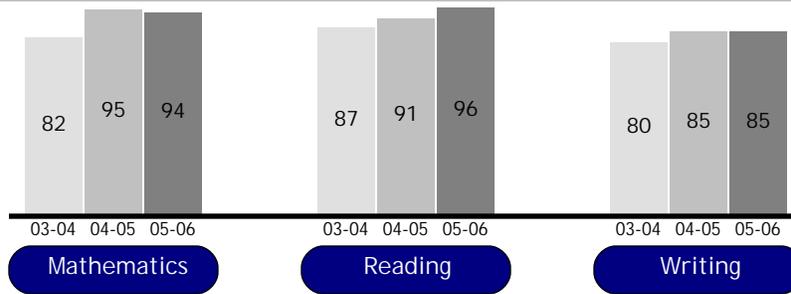
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	76	NA	58	100	66	57	47	94	72	59	46
	Language	100	74	61	50	100	67	58	47	94	70	63	48
	Mathematics	100	80	72	64	100	71	62	50	94	76	65	52
3	Reading	99	72	NA	55	100	66	55	44	99	68	59	46
	Language	100	80	70	61	100	62	53	44	100	65	58	46
	Mathematics	100	77	69	61	100	72	60	51	100	75	65	52
4	Reading	96	78	NA	56	99	70	57	48	99	73	63	52
	Language	99	75	63	52	99	71	59	49	100	78	65	52
	Mathematics	98	89	74	61	99	74	63	53	100	80	70	58
5	Reading	99	77	NA	55	100	67	60	50	100	76	67	56
	Language	99	75	60	49	100	69	59	50	100	75	65	54
	Mathematics	98	89	75	63	100	72	58	49	100	78	63	52
6	Reading	98	72	NA	56	100	69	61	51	99	73	67	56
	Language	98	71	60	48	100	65	58	47	99	67	61	50
	Mathematics	97	89	79	66	100	76	66	52	99	82	70	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](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."

# Legend Springs Elementary

## School Site Council

### Council Composition

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

### Council Duties

- Ü Provide Stewardship for Council Funds
- Ü Oversight Committee/Contin. Improvement
- Ü Evaluate Data/Provide Direction

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	4.00	Teacher Aide	1.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	3	1	0	0
7 to 9 years	8	6	0	0
10 or more years	25	13	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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 Media Center

### Extracurricular Activities

- Ü Band
- Ü Chorus
- Ü Intramurals and Sports
- Ü PTA Activities

### Social Services

- Ü Lunch Program
- Ü Community Classes (Mad Science, Chess..)
- Ü Breakfast Program
- Ü KD Enrichment Program
- Ü Before and After School Program (YMCA)

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Legend Springs is continually recognized for its contributions to the community. In 2005 we were honored by the American Red Cross for our generous fund raising effort which raised over \$20,000 to aid the Tsunami victims.
  
- ü Each Friday morning, Legend Springs students and staff participate in a Flagpole Ceremony to honor the flag and receive special announcements and recognitions.
  
- ü Legend Springs 4th grade class had the honor of having the 2nd highest AIMS scores in the State in the area of Reading during the 04-05 school year.
  
- ü In 2006 our students raised nearly \$8500 for Katrina victims.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	98	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

LS has an Emergency Preparedness Plan which is exercised on a regular basis. We have initiated a Safe School Action Plan. Fire drills, lock-down drills, and evacuation drills are practiced regularly to ensure safety for all of students and staff. The City of Glendale Fire Marshall makes an annual visit to our school making sure we are in accordance with all the city rules, regulations, and codes. Our cafeteria is regularly inspected by the health department.

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	Carol Butler	(623) 376-4500
Transportation Policy	Tamara Teague	(623) 467-5090
Community Resources	Jody Rynkiewicz	(623) 376-4504
School Nutrition Programs	Rachel Mormino	(623) 376-4514
Parent Organization	Carol Ayotte	(623) 376-4500
Student Health/Nurse	Michele Hart	(623) 376-4510

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.