



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7000 W. Happy Valley Rd., Peoria, AZ 85383

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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	N/A
2002-03	Not Evaluated

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	N/A
2002-03	Not Evaluated

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mr. Richard James Wagner
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-8
 2005 Enrollment : 938
 Web Address : terramar.dvUSD.org
 Phone Number : (623) 445-7600
 Fax Number : (623) 445-7680
 E-mail : richard.wagner@te.dvUSD.org

Mission

Our mission is to guarantee all students a quality education through a commitment to excellence. We will provide a safe and nurturing learning environment in order to promote growth for all students who enter our doors. Students, staff, parents and community will collaborate to establish a solid foundation of lifelong learning to ensure tomorrow's successes.

School / Academic Goals

- ü Terramar staff members will analyze the TerraNova and AIMS data and implement instructional strategies that will demonstrate an increase in student achievement.
- ü Terramar faculty members will be committed to providing the highest quality education possible by focusing on a consistent discipline policy with high expectations.
- ü Terramar faculty members will learn about and work in Professional Learning Communities, with a strong focus on teaching and learning.
- ü Terramar faculty members will participate in a reflective walk-through observation process, with a focus on student engagement, standards based lessons, and higher level thinking activities.

Enrollment

October 1, 2004 School Year Student Enrollment : 1118
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 58

Instructional Programs

- ELL Program
- Gifted Education
- Special Education (Resource)
- Reading/Math Specialists
- AIMS Intervention
- Before/After school tutoring

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

Terramar envisions a school where teaching/learning are valued as the most important part of our mission; where students are excited about learning and where excellence is the hallmark of our programs and our measure of accountability. Staff members are committed to ensuring that all children attending Terramar are educated in a safe, orderly and nurturing learning environment.

Parents

As a Terramar School parent, it is the parent's responsibility to develop ongoing communication with the teacher, support the school and its expectations for behavior and send the students to school ready to learn.

Transportation Policy

Students in 1st-8th grade living in the Terramar community will be transported to/from school if they reside 1 mile or more away (grades 1-6) or 1.5 miles away (grades 7-8) from the school. Kindergarteners will be transported to/from school if they reside at least 1/2 mile from the school.

School Honors

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

Award/Honor	Year
• Wells Fargo Grant Recipient	2004
• Teacher graduate/ NYC Teaching Fellows Program	2002
• Deer Valley Teacher of the Year	2000

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	136	2698	79306	99	99	99	452	462	445	6	6	10	18	12	18	60	54	51	17	29	20
All Students (Prior Year)	79	2528	75509	100	99	100	528	532	521	7	7	13	17	19	23	49	38	33	26	36	31
Female	65	1299	38691	100	99	99	447	462	446	5	5	10	25	12	18	55	55	52	15	28	20
Male	70	1398	40583	97	99	99	456	462	445	6	6	11	12	12	18	64	52	50	18	30	21
African American	NC	85	4041	NC	98	99	NC	449	426	NC	7	17	NC	16	23	NC	57	50	NC	20	10
Hispanic	16	374	32869	100	100	99	443	442	429	15	11	15	15	21	25	62	55	51	8	13	10
Asian/Pacific Islander	NC	110	1935	NC	100	99	NC	477	474	NC	2	3	NC	6	9	NC	53	48	NC	39	40
American Indian/Alaskan Native	NC	19	4264	NC	95	100	NC	443	419	NC	11	19	NC	26	30	NC	42	45	NC	21	6
White	107	2110	36197	100	99	99	453	465	463	5	5	5	18	10	11	60	53	53	17	31	31
Students with Disabilities	12	411	10321	100	100	100	434	411	389	9	24	30	36	24	27	45	39	34	9	13	9
Students without Disabilities	125	2289	69060	96	98	98	454	471	454	5	2	7	16	10	17	61	56	54	17	31	22
Limited English Proficient Students	NC	157	15509	NC	100	100	NC	396	406	NC	18	20	NC	28	30	NC	45	45	NC	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	257	39415	NC	88	96	NC	445	431	NC	9	15	NC	22	25	NC	54	50	NC	16	10
Non-Economically Disadvantaged	133	2443	39966	100	100	100	452	463	459	6	5	6	17	11	12	60	54	52	17	30	30

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	136	2697	79395	99	0	99	458	465	446	6	4	9	17	17	25	65	63	55	13	17	11
All Students (Prior Year)	79	2538	75492	100	100	100	525	528	519	4	7	12	9	12	16	63	52	47	24	30	24
Female	65	1298	38743	100	0	100	456	471	451	8	3	7	13	14	24	68	64	57	10	20	12
Male	70	1395	40618	97	0	99	460	459	440	3	5	11	21	19	27	61	62	53	15	14	9
African American	NC	85	4052	NC	0	100	NC	454	434	NC	4	11	NC	33	29	NC	54	54	NC	9	6
Hispanic	16	375	32915	100	0	99	450	447	426	15	7	15	8	28	35	69	57	47	8	8	4
Asian/Pacific Islander	NC	110	1936	NC	0	99	NC	473	468	NC	1	3	NC	11	14	NC	68	63	NC	20	19
American Indian/Alaskan Native	NC	19	4271	NC	0	100	NC	447	420	NC	5	15	NC	26	42	NC	58	41	NC	11	2
White	107	2108	36221	100	0	99	457	468	465	5	3	4	19	14	15	63	64	63	13	18	17
Students with Disabilities	12	412	10331	100	0	100	431	413	388	36	16	25	9	38	37	36	37	34	18	8	4
Students without Disabilities	125	2287	69139	96	0	99	461	474	454	3	2	7	18	13	24	67	67	58	12	18	11
Limited English Proficient Students	NC	157	15545	NC	0	100	NC	392	399	NC	16	21	NC	38	42	NC	44	35	NC	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	258	39484	NC	0	96	NC	445	429	NC	8	14	NC	28	35	NC	57	47	NC	7	4
Non-Economically Disadvantaged	133	2441	39986	100	0	100	459	466	461	5	4	4	17	16	16	65	63	63	13	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	134	2692	78869	98	99	99	474	460	442	1	3	6	12	15	21	68	67	63	20	14	10
All Students (Prior Year)	79	2525	75053	100	99	99	653	625	597	3	4	7	4	8	12	74	76	72	19	12	9
Female	65	1299	38536	100	99	99	488	476	458	0	2	4	8	10	15	63	68	67	28	20	14
Male	69	1392	40302	96	99	99	462	445	428	1	4	8	15	20	26	72	67	60	12	8	7
African American	NC	85	4015	NC	98	99	NC	455	430	NC	4	8	NC	20	24	NC	63	61	NC	13	7
Hispanic	15	372	32606	94	99	98	455	441	426	0	6	8	15	23	27	77	63	60	8	8	5
Asian/Pacific Islander	NC	110	1925	NC	100	99	NC	477	471	NC	2	3	NC	8	11	NC	69	64	NC	21	22
American Indian/Alaskan Native	NC	19	4245	NC	95	100	NC	447	423	NC	5	9	NC	32	26	NC	53	61	NC	11	4
White	106	2106	36078	99	99	99	477	462	459	1	3	4	12	14	16	64	68	66	23	15	14
Students with Disabilities	12	409	10246	100	100	100	452	392	367	0	12	18	36	38	39	55	46	40	9	4	4
Students without Disabilities	123	2285	68697	95	98	98	476	472	454	1	2	4	9	11	18	69	71	67	21	16	11
Limited English Proficient Students	NC	156	15339	NC	100	100	NC	385	399	NC	11	11	NC	35	31	NC	47	54	NC	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	255	39106	NC	88	95	NC	438	427	NC	8	8	NC	24	28	NC	59	59	NC	10	5
Non-Economically Disadvantaged	131	2439	39837	99	100	100	475	461	457	1	3	4	11	15	14	68	68	67	20	14	15

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	166	2877	78906	99	100	99	526	510	498	3	6	13	8	14	19	62	58	48	27	22	20
All Students (Prior Year)	86	2572	76019	100	100	100	526	517	499	5	5	14	21	33	39	15	18	14	59	44	33
Female	88	1429	38644	100	100	99	524	511	500	4	4	12	9	14	19	61	60	49	27	22	19
Male	78	1450	40236	99	100	99	529	509	497	1	7	15	7	14	19	63	56	46	28	23	20
African American	NC	97	4087	NC	100	99	NC	500	481	NC	11	20	NC	19	24	NC	56	45	NC	14	11
Hispanic	14	402	31938	100	99	99	493	492	481	0	10	19	25	22	25	67	56	46	8	13	10
Asian/Pacific Islander	NC	84	1805	NC	100	98	NC	542	536	NC	3	5	NC	9	8	NC	43	45	NC	45	42
American Indian/Alaskan Native	--	26	4593	--	100	100	--	451	467	--	13	26	--	25	29	--	54	39	--	8	6
White	141	2268	36483	100	100	99	529	513	517	3	5	7	5	12	13	64	59	51	28	24	30
Students with Disabilities	18	412	10664	100	100	100	484	442	430	22	28	42	11	27	27	56	39	26	11	6	5
Students without Disabilities	148	2467	68310	97	98	98	532	522	509	0	2	9	7	12	18	63	61	51	30	25	22
Limited English Proficient Students	NC	152	12573	NC	100	100	NC	411	454	NC	20	27	NC	29	30	NC	44	38	NC	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	235	38679	NC	90	96	NC	496	483	NC	8	20	NC	27	25	NC	51	45	NC	14	10
Non-Economically Disadvantaged	162	2644	40295	100	100	100	526	511	513	3	6	7	8	13	13	62	59	50	27	23	30

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	166	2878	78908	99	0	99	510	497	484	2	4	10	9	16	23	77	69	58	12	11	9
All Students (Prior Year)	86	2572	76020	100	100	100	506	510	503	10	14	25	20	21	23	59	50	40	11	15	12
Female	88	1429	38648	100	0	99	510	502	489	1	3	8	7	13	22	82	71	61	10	13	10
Male	78	1451	40233	99	0	99	509	492	479	3	5	12	11	19	25	72	67	55	14	9	8
African American	NC	97	4092	NC	0	99	NC	486	473	NC	4	12	NC	29	28	NC	58	54	NC	10	5
Hispanic	14	403	31940	100	0	99	475	478	465	8	9	16	33	25	32	58	61	49	0	4	3
Asian/Pacific Islander	NC	84	1805	NC	0	98	NC	513	507	NC	4	4	NC	9	13	NC	69	65	NC	18	18
American Indian/Alaskan Native	--	26	4569	--	0	100	--	444	457	--	8	18	--	29	39	--	54	41	--	8	2
White	141	2268	36502	100	0	99	514	501	502	2	3	4	7	14	14	78	71	67	14	12	15
Students with Disabilities	18	412	10665	100	0	100	465	432	423	17	17	30	39	40	36	39	39	31	6	3	2
Students without Disabilities	148	2468	68312	97	0	98	516	508	493	0	2	7	5	12	21	82	74	62	13	13	10
Limited English Proficient Students	NC	152	12556	NC	0	100	NC	394	436	NC	19	24	NC	40	40	NC	39	35	NC	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	234	38662	NC	0	96	NC	484	468	NC	9	16	NC	26	32	NC	59	49	NC	5	3
Non-Economically Disadvantaged	162	2646	40315	100	0	100	509	498	498	2	4	5	9	15	15	77	69	66	11	12	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	163	2869	78750	98	100	99	531	514	500	3	3	6	13	23	29	81	70	63	3	4	2
All Students (Prior Year)	86	2565	75673	100	100	100	554	553	530	6	7	12	16	20	25	74	66	58	4	6	4
Female	85	1424	38586	97	100	99	544	530	515	1	2	4	8	14	22	86	78	71	5	6	3
Male	78	1447	40135	99	99	99	517	498	486	4	5	8	18	32	35	76	62	56	1	2	1
African American	NC	96	4081	NC	99	99	NC	506	488	NC	4	8	NC	28	32	NC	66	59	NC	3	2
Hispanic	13	402	31841	93	99	99	499	493	483	9	8	8	27	34	36	64	55	55	0	3	1
Asian/Pacific Islander	NC	84	1802	NC	100	98	NC	551	533	NC	0	2	NC	11	16	NC	78	75	NC	11	7
American Indian/Alaskan Native	--	26	4586	--	100	100	--	466	481	--	8	8	--	25	37	--	67	54	--	0	1
White	139	2261	36440	99	100	99	533	517	516	2	3	3	12	21	22	82	72	71	4	4	4
Students with Disabilities	16	408	10622	100	100	100	460	432	415	19	14	21	31	47	50	50	37	28	0	2	1
Students without Disabilities	147	2463	68196	97	98	98	540	528	513	1	2	3	10	19	25	85	75	69	4	4	3
Limited English Proficient Students	NC	151	12504	NC	100	100	NC	401	451	NC	13	12	NC	46	44	NC	40	43	NC	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	234	38558	NC	90	96	NC	493	485	NC	7	8	NC	34	37	NC	58	54	NC	1	1
Non-Economically Disadvantaged	159	2637	40260	98	100	100	531	516	514	3	3	3	12	22	21	82	71	72	3	4	4

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

8th 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	130	2785	78250	100	100	99	573	566	548	7	13	21	14	13	18	66	55	48	13	19	13
All Students (Prior Year)	--	2538	75001	--	100	99	--	482	468	--	24	37	--	43	36	--	19	16	--	14	10
Female	72	1375	38071	100	100	99	574	566	549	6	11	20	13	13	19	70	58	49	10	18	12
Male	58	1409	40126	100	100	99	572	566	547	9	14	23	14	13	17	61	53	46	16	21	14
African American	NC	87	4058	NC	99	99	NC	547	523	NC	24	32	NC	19	22	NC	47	41	NC	10	5
Hispanic	11	343	29129	100	100	99	587	541	527	0	25	32	0	15	23	80	50	40	20	10	6
Asian/Pacific Islander	NC	103	1747	NC	100	100	NC	586	589	NC	6	9	NC	10	9	NC	54	50	NC	30	32
American Indian/Alaskan Native	--	20	4996	--	100	100	--	558	518	--	12	36	--	12	25	--	65	36	--	12	4
White	108	2232	38320	100	100	99	571	570	568	8	11	12	14	12	14	66	56	55	12	20	19
Students with Disabilities	NC	402	9329	NC	100	100	NC	475	454	NC	58	64	NC	20	18	NC	19	16	NC	3	2
Students without Disabilities	122	2385	68996	100	99	99	578	582	561	3	5	16	15	12	18	69	61	52	14	22	14
Limited English Proficient Students	NC	100	10133	NC	100	100	NC	446	488	NC	38	45	NC	23	25	NC	33	28	NC	5	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	197	33388	NC	85	94	NC	545	530	NC	22	32	NC	22	22	NC	48	40	NC	8	5
Non-Economically Disadvantaged	127	2590	44937	100	100	100	573	568	561	7	12	13	13	12	15	66	56	54	13	20	18

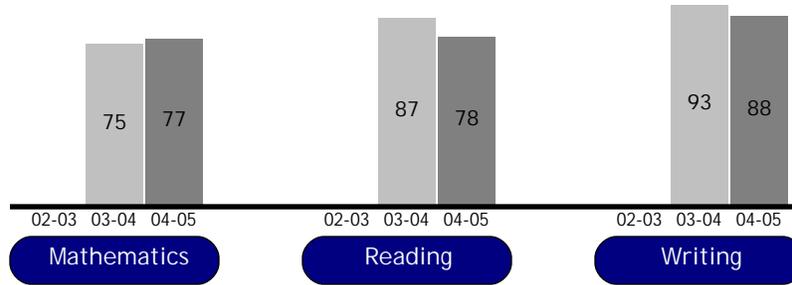
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2792	78302	100	0	99	539	526	512	2	6	11	19	19	25	68	67	57	11	9	7
All Students (Prior Year)	--	2537	74918	--	100	99	--	509	497	--	21	32	--	20	19	--	40	35	--	19	15
Female	72	1377	38082	100	0	99	547	530	518	0	4	8	13	16	24	73	71	61	13	9	7
Male	58	1414	40166	100	0	99	529	523	507	4	7	14	26	21	26	61	63	54	9	8	6
African American	NC	89	4064	NC	0	100	NC	514	498	NC	12	14	NC	27	29	NC	55	54	NC	5	3
Hispanic	11	343	29152	100	0	99	532	502	492	0	15	17	20	24	34	80	58	46	0	3	2
Asian/Pacific Islander	NC	103	1746	NC	0	100	NC	534	542	NC	6	5	NC	10	13	NC	73	66	NC	11	16
American Indian/Alaskan Native	--	20	4993	--	0	100	--	505	484	--	6	19	--	47	38	--	41	42	--	6	1
White	108	2237	38347	100	0	99	539	530	531	2	4	5	19	18	17	67	68	68	12	9	10
Students with Disabilities	NC	407	9353	NC	0	100	NC	450	429	NC	26	40	NC	46	38	NC	27	22	NC	1	1
Students without Disabilities	122	2387	69024	100	0	99	543	539	524	1	3	7	16	14	23	71	74	62	12	10	7
Limited English Proficient Students	NC	100	10140	NC	0	100	NC	407	451	NC	27	28	NC	37	43	NC	34	29	NC	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	197	33398	NC	0	94	NC	509	495	NC	12	18	NC	29	35	NC	55	46	NC	4	2
Non-Economically Disadvantaged	127	2597	44979	100	0	100	538	527	525	2	6	6	20	18	18	68	68	66	11	9	10

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	130	2785	78094	100	100	99	578	560	545	1	2	3	10	14	18	83	81	77	6	3	2
All Students (Prior Year)	--	2525	74503	--	99	99	--	515	491	--	3	9	--	29	32	--	56	51	--	11	8
Female	72	1374	38025	100	100	99	594	572	558	0	1	2	4	9	13	88	86	82	7	3	2
Male	58	1410	40013	100	100	99	559	549	534	2	3	5	18	19	23	77	76	71	4	2	1
African American	NC	88	4037	NC	100	99	NC	560	532	NC	4	4	NC	14	22	NC	81	73	NC	1	1
Hispanic	11	342	29068	100	100	99	543	527	523	0	5	5	20	24	27	80	70	67	0	1	1
Asian/Pacific Islander	NC	103	1743	NC	100	100	NC	572	577	NC	1	2	NC	11	9	NC	84	82	NC	4	8
American Indian/Alaskan Native	--	20	4981	--	100	100	--	550	526	--	0	4	--	12	25	--	88	70	--	0	0
White	108	2232	38265	100	100	99	581	564	564	1	2	2	10	13	11	83	83	84	7	3	3
Students with Disabilities	NC	403	9275	NC	100	100	NC	466	444	NC	11	14	NC	42	46	NC	47	39	NC	0	1
Students without Disabilities	122	2384	68892	100	99	98	582	576	559	0	1	2	9	9	14	85	87	82	6	3	2
Limited English Proficient Students	NC	100	10084	NC	100	100	NC	418	474	NC	11	10	NC	41	39	NC	48	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	195	33296	NC	84	94	NC	540	527	NC	4	5	NC	21	27	NC	72	67	NC	3	0
Non-Economically Disadvantaged	127	2592	44871	100	100	100	576	561	559	1	2	2	11	13	12	84	82	84	4	3	3

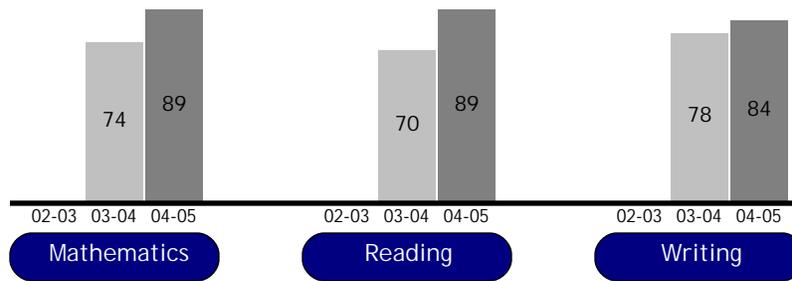
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

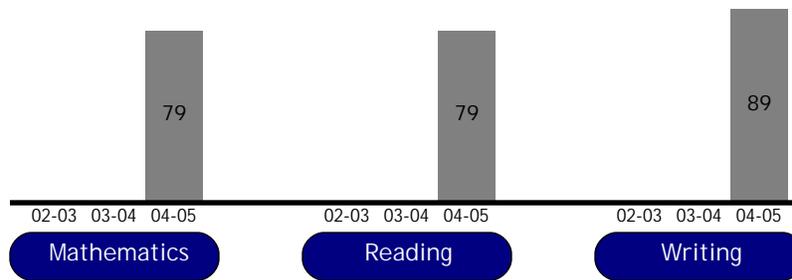
3rd Grade Proficiency



5th Grade Proficiency



8th 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 2004-05

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	63	50	97	63	NA	58	99	67	57	47
	Language	--	--	58	43	95	70	61	50	99	72	58	47
	Mathematics	--	--	70	57	97	79	72	64	100	81	62	50
3	Reading	--	--	61	47	100	60	NA	55	100	52	55	44
	Language	--	--	67	54	100	72	70	61	100	47	53	44
	Mathematics	--	--	66	54	100	58	69	61	100	56	60	51
4	Reading	--	--	66	52	100	64	NA	56	99	57	57	48
	Language	--	--	61	48	100	62	63	52	99	57	59	49
	Mathematics	--	--	73	57	100	72	74	61	100	62	63	53
5	Reading	--	--	62	50	99	63	NA	55	99	63	60	50
	Language	--	--	57	46	99	61	60	49	99	63	59	50
	Mathematics	--	--	73	57	99	74	75	63	99	64	58	49
6	Reading	--	--	66	53	99	72	NA	56	99	59	61	51
	Language	--	--	60	45	100	67	60	48	99	57	58	47
	Mathematics	--	--	79	62	100	86	79	66	99	66	66	52
7	Reading	--	--	62	51	99	63	NA	54	99	64	59	50
	Language	--	--	66	54	100	73	69	58	99	66	61	52
	Mathematics	--	--	71	58	100	81	76	62	99	66	60	50
8	Reading	--	--	64	53	--	--	NA	55	100	62	58	51
	Language	--	--	63	49	--	--	61	52	100	62	57	50
	Mathematics	--	--	72	58	--	--	70	61	100	65	62	53

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

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Reading
- Ü Writing
- Ü Math
- Ü Parent/Community Involvement
- Ü District/School Image
- Ü Alternatives, Options, Choices

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	48.50
Other Professional Staff	2.50	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	3	0	0
4 to 6 years	10	8	0	0
7 to 9 years	2	0	0	0
10 or more years	6	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	77
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Lab (PC)
- Ü Multipurpose Room/Gym
- Ü Reading Room and Teacher Resource Center

Extracurricular Activities

- Ü Before/After School Care
- Ü Competitive Sports 7th/8th
- Ü Spirit Line
- Ü Band Program
- Ü Chess Club
- Ü NJHS
- Ü Student Government
- Ü Chorus

Social Services

- Ü Psychologist
- Ü Counselor
- Ü Speech/Language Therapist
- Ü Occupational Therapist
- Ü Physical Therapist
- Ü Intervention Specialist

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Terramar successfully implemented a schoolwide reading assessment program that targeted reading comprehension, fluency, vocabulary development, higher level questioning, explicit instruction in phonemic awareness and phonics for the primary grades.
- ü Terramar second grade students demonstrated high achievement in the area of mathematics, as reported on the TerraNova statewide test results.
- ü Terramar School is a member of the Deer Valley Unified School District Middle Level Sports Conference. The boy's basketball team, consisting of seventh and eighth grade boys, captured the conference championship.
- ü The Arizona State PTA gave Terramar's PTSA an outstanding award for the implementation of Challenge Day at the school.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	16	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

Terramar has established an Emergency Preparedness Plan. The purpose of this plan is to provide procedures for dealing with emergencies; and to assign responsibilities to staff members in order to meet need areas in cases of crisis. Other programs implemented at Terramar include: FISH!, Pillar of Pride, Challenge Day and Passport to Excellence.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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	Richard Wagner	(623) 445-7600
Transportation Policy	Transportation Department	(623) 467-5090
Community Resources	Sandi Hicks	(623) 445-5011
School Nutrition Programs	Geoff Habgood	(623) 445-4984
Parent Organization	Susan Randlett	(623) 445-7696
Student Health/Nurse	Cindy Cupero	(623) 445-7610

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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 2005

Total cost of printing: 16 Pages X .0318 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.