



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4725 W. South Mountain Way, Laveen, AZ 85339

Laveen Elementary 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	Underperforming
2004-05	Underperforming
2003-04	N/A

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

School Overview

Principal/Administrator : Mr. Jim Matthies  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : K-6  
 Web Address : laveeneld.org  
 Phone Number : (602) 237-9100  
 Fax Number : (602) 237-3376  
 E-mail : jmatthies@laveeneld.org

Mission

We, the community of Cheatham Elementary School, believe it is vital to create an environment that is safe and promotes academic achievement and strong character to ensure success by all.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Not Met
2003-04	N/A

School Improvement Status (b)

2005-06	SI Year 1
2004-05	Warning Year
2003-04	N/A

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

School / Academic Goals

- ü To provide students with an environment that is safe and conducive to learning.
- ü To improve instruction using best practices research incorporating scientifically proven instructional materials and strategies.
- ü To communicate effectively with all members of the school community.
- ü To provide a positive school climate for students, staff and community.

Enrollment

October 1, 2005 School Year Student Enrollment : 861  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 8

Instructional Programs

- ü Half day Kindergarten
- ü Gifted and Resource Special Education
- ü LEA
- ü Technology Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Staff provide education for students including enrichment and remediation. Staff provide a safe and nurturing environment supportive of diverse cultural backgrounds, varying ability levels, learning styles and talents. Staff provide open communication through individual contacts, parent events, class newsletters, voice mail, report cards, conferences.

Parents

It is the responsibility of parents to participate as partners in the education of their children and the development of the school. Parents are requested to provide an appropriate place for completion of homework practice and to participate in open communication with staff. Parents are requested to take part in classroom and school events whenever possible and become active members of the Parent Teacher Association.

Transportation Policy

The Governing Board authorizes regular bus transportation to and from school for special education students whose handicapping conditions require transportation as indicated in their respective IEP's, students living within one mile of the school where hazardous or difficult routes exist and students who live one mile from school.

School Honors

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

Award/Honor	Year
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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	353	80010	99	99	99	416	420	447	24	21	10	26	28	18	45	45	53	5	6	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	174	38935	99	99	99	412	419	447	25	19	9	35	34	19	35	41	55	6	6	17
Male	66	178	40974	99	99	98	422	421	448	21	22	11	18	23	18	56	49	52	5	6	19
African American	38	56	4201	95	95	99	390	393	430	45	43	17	37	38	23	18	20	51	NA	NA	9
Hispanic	59	207	34545	100	100	99	421	421	432	17	18	14	22	27	24	58	50	53	3	4	9
Asian/Pacific Islander	10	14	2068	100	100	99	NA	463	474	NA	7	4	NA	7	10	NA	64	50	NA	21	36
American Indian/Alaskan Native	NC	31	3979	NC	97	96	NC	418	424	NC	19	17	NC	35	30	NC	39	47	NC	6	6
White	24	44	35142	100	100	99	435	437	465	8	9	5	29	25	11	50	52	56	13	14	28
Students with Disabilities	15	59	10161	94	98	93	384	401	419	60	36	28	13	34	28	27	27	36	NA	3	8
Students without Disabilities	121	294	69849	100	100	100	420	423	451	19	18	7	28	27	17	47	49	56	6	6	19
Limited English Proficient Students	13	81	14013	100	100	97	388	406	413	54	32	24	23	30	34	23	38	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	84	260	39029	98	99	98	410	417	432	32	23	14	24	28	25	38	45	52	6	4	9
Non-Economically Disadvantaged	52	93	40981	100	100	100	427	427	462	10	16	6	31	30	13	56	44	54	4	10	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	136	352	79438	99	99	98	421	418	451	23	22	9	38	41	24	38	34	56	1	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	173	38775	99	98	99	423	424	457	22	16	7	39	44	22	36	36	58	3	3	13
Male	66	178	40560	99	99	97	419	413	446	23	28	12	36	39	25	41	33	54	NA	1	9
African American	38	56	4178	95	95	98	397	399	439	34	30	13	47	48	29	18	20	52	NA	2	6
Hispanic	59	207	34297	100	100	98	428	417	434	20	23	14	29	41	31	47	34	50	3	2	5
Asian/Pacific Islander	10	14	2063	100	100	99	NA	463	475	NA	7	3	NA	29	15	NA	57	63	NA	7	20
American Indian/Alaskan Native	NC	31	3940	NC	97	95	NC	420	429	NC	19	14	NC	42	36	NC	35	47	NC	3	3
White	24	43	34887	100	98	98	425	432	471	13	14	4	50	40	15	38	47	63	NA	NA	18
Students with Disabilities	15	59	9588	94	98	88	378	391	416	60	47	30	33	27	32	7	22	34	NA	3	5
Students without Disabilities	121	293	69850	100	99	100	426	423	456	18	17	7	38	44	23	42	37	59	2	2	12
Limited English Proficient Students	13	81	13856	100	100	96	394	395	407	46	35	27	38	54	43	15	11	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	84	259	38685	98	98	97	414	414	435	29	24	14	39	43	32	30	31	50	2	2	5
Non-Economically Disadvantaged	52	93	40753	100	100	99	432	429	467	13	16	5	35	38	16	52	44	62	NA	2	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	132	345	79971	96	97	99	371	373	423	23	20	8	55	56	41	21	22	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	173	38974	97	98	99	391	394	437	15	12	5	51	55	33	34	30	57	NA	2	4
Male	63	171	40895	94	96	98	351	353	410	32	28	10	60	57	47	8	15	41	NA	NA	2
African American	36	54	4203	90	92	99	349	358	411	28	20	11	72	74	45	NA	4	43	NA	2	2
Hispanic	58	202	34481	98	98	99	383	376	410	19	21	10	50	50	46	31	28	43	NA	1	1
Asian/Pacific Islander	10	13	2067	100	93	99	NA	395	449	NA	23	4	NA	38	28	NA	38	60	NA	NA	8
American Indian/Alaskan Native	NC	32	3995	NC	100	96	NC	364	409	NC	19	10	NC	63	47	NC	19	42	NC	NA	1
White	23	43	35150	96	98	99	374	379	437	22	16	5	57	63	35	22	19	56	NA	2	5
Students with Disabilities	15	59	10258	94	98	94	299	317	377	60	41	23	40	44	51	NA	12	25	NA	3	1
Students without Disabilities	117	286	69713	97	97	100	380	383	429	19	16	5	57	59	39	24	24	52	NA	1	3
Limited English Proficient Students	13	81	13985	100	100	97	321	354	382	46	31	18	38	49	54	15	20	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	81	253	38994	94	96	98	364	373	409	28	21	10	53	57	47	19	22	41	NA	1	1
Non-Economically Disadvantaged	51	92	40977	100	100	100	381	374	437	16	20	5	59	55	34	25	24	56	NA	1	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	147	337	80147	99	100	99	458	453	482	22	23	11	20	24	17	45	44	49	13	9	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	161	39281	100	100	99	458	457	483	25	22	9	20	24	17	39	44	50	16	11	24
Male	72	176	40780	97	99	98	457	449	482	18	24	12	21	24	17	51	43	48	10	8	24
African American	38	68	4249	97	100	99	432	429	464	34	40	17	34	28	22	29	29	48	3	3	13
Hispanic	59	167	33494	98	99	99	462	455	466	22	22	15	14	23	23	51	47	49	14	8	14
Asian/Pacific Islander	10	13	2103	100	100	99	NA	478	515	NA	15	4	NA	8	8	NA	54	44	NA	23	45
American Indian/Alaskan Native	NC	32	4117	NC	100	96	NC	436	456	NC	28	19	NC	34	27	NC	34	46	NC	3	8
White	34	57	36122	100	100	99	481	476	501	3	7	5	24	21	10	50	53	50	24	19	35
Students with Disabilities	NC	44	10295	NC	98	92	NC	396	443	NC	70	33	NC	16	26	NC	14	33	NC	NA	8
Students without Disabilities	140	293	69852	99	100	100	462	460	488	19	16	7	21	25	16	47	48	51	14	11	26
Limited English Proficient Students	16	57	12722	94	100	97	430	432	441	44	37	27	19	30	33	38	33	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	102	254	38371	98	99	97	444	446	465	28	26	15	25	27	23	40	40	49	7	6	13
Non-Economically Disadvantaged	45	83	41776	100	100	100	489	474	498	7	13	6	11	14	11	56	54	49	27	18	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	147	337	79686	99	100	98	446	441	470	22	24	11	35	35	24	39	39	57	4	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	161	39163	100	100	99	450	448	475	20	19	9	35	37	22	40	42	60	5	3	10
Male	72	176	40438	97	99	97	441	433	465	25	29	13	35	34	25	38	36	54	3	1	7
African American	38	68	4228	97	100	98	428	425	458	32	35	15	34	29	28	34	35	53	NA	NA	4
Hispanic	59	167	33299	98	99	98	444	437	452	24	25	17	36	39	32	39	36	47	2	1	3
Asian/Pacific Islander	10	13	2097	100	100	99	NA	453	490	NA	23	5	NA	31	13	NA	38	68	NA	8	14
American Indian/Alaskan Native	NC	32	4087	NC	100	96	NC	430	446	NC	25	16	NC	50	38	NC	25	44	NC	NA	2
White	34	57	35914	100	100	98	474	473	489	6	9	5	29	25	15	53	58	67	12	9	14
Students with Disabilities	NC	44	9808	NC	98	87	NC	391	432	NC	68	35	NC	20	32	NC	11	30	NC	NA	3
Students without Disabilities	140	293	69878	99	100	100	449	447	475	19	17	8	36	38	23	41	43	61	4	2	9
Limited English Proficient Students	16	57	12594	94	100	96	413	413	422	50	44	34	44	46	45	6	11	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	102	254	38095	98	99	97	434	433	452	28	28	17	37	38	32	33	34	48	1	0	3
Non-Economically Disadvantaged	45	83	41591	100	100	99	472	463	486	9	13	6	29	28	16	51	52	65	11	7	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	148	336	80372	99	99	99	455	446	475	4	8	4	53	51	30	43	41	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	161	39452	100	100	99	470	463	488	3	4	3	39	43	22	59	53	72	NA	1	3
Male	73	175	40836	99	98	98	439	429	464	5	12	6	68	58	37	26	30	56	NA	NA	1
African American	39	69	4264	100	100	99	450	429	465	5	14	5	56	57	35	38	29	59	NA	NA	1
Hispanic	60	167	33608	100	99	99	448	446	462	5	7	6	58	53	36	37	40	57	NA	NA	1
Asian/Pacific Islander	10	13	2098	100	100	99	NA	463	500	NA	NA	2	NA	54	16	NA	46	75	NA	NA	7
American Indian/Alaskan Native	NC	30	4128	NC	94	97	NC	436	464	NC	10	4	NC	50	39	NC	40	56	NC	NA	1
White	34	57	36213	100	100	99	467	467	489	3	4	2	38	35	22	59	60	72	NA	2	3
Students with Disabilities	NC	43	10526	NC	96	94	NC	379	427	NC	33	15	NC	47	53	NC	21	31	NC	NA	1
Students without Disabilities	141	293	69846	99	100	100	457	455	482	4	4	3	52	51	26	45	44	69	NA	0	2
Limited English Proficient Students	17	57	12747	100	100	97	428	415	432	6	16	12	76	65	52	18	19	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	104	254	38521	100	99	98	452	443	461	4	8	6	58	52	38	38	39	55	NA	NA	1
Non-Economically Disadvantaged	44	82	41851	98	100	100	460	453	489	5	7	3	43	45	22	52	46	72	NA	1	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	149	335	79306	100	100	99	478	487	504	20	19	13	37	31	20	37	39	49	6	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	167	38845	100	100	99	477	493	505	17	12	11	40	33	20	40	43	50	4	13	18
Male	68	168	40383	100	100	98	478	482	504	24	26	14	34	30	19	34	36	47	9	9	19
African American	52	73	4171	100	100	98	469	474	485	31	25	20	35	38	26	31	32	44	4	5	10
Hispanic	59	166	32673	100	100	99	472	481	487	20	17	18	41	36	25	37	42	46	2	5	10
Asian/Pacific Islander	14	17	2147	100	100	99	507	532	539	NA	NA	5	43	35	10	36	29	46	21	35	40
American Indian/Alaskan Native	NC	27	4034	NC	100	97	NC	489	479	NC	26	22	NC	7	29	NC	56	43	NC	11	7
White	18	52	36234	100	100	99	496	512	523	6	17	6	33	19	13	50	37	52	11	27	28
Students with Disabilities	10	44	10286	100	100	91	NA	449	462	NA	59	41	NA	20	27	NA	14	27	NA	7	5
Students without Disabilities	139	291	69020	100	100	100	480	493	510	17	13	9	38	33	18	38	43	52	6	11	21
Limited English Proficient Students	15	48	10291	100	100	96	443	450	458	47	38	38	33	44	34	20	19	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	104	239	37437	100	100	97	473	480	486	24	21	19	38	34	26	34	39	46	4	6	9
Non-Economically Disadvantaged	45	96	41869	100	100	100	490	506	521	11	14	7	33	24	14	44	40	51	11	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	148	332	79000	100	100	98	468	471	489	18	19	10	30	27	24	49	51	58	3	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	166	38774	100	100	99	469	477	494	14	11	7	35	28	22	46	57	61	5	4	10
Male	68	166	40150	100	100	98	467	464	485	24	26	12	25	27	25	51	46	55	NA	2	8
African American	52	73	4153	100	100	98	461	464	476	21	19	13	38	37	30	38	41	53	2	3	4
Hispanic	58	164	32508	98	100	98	466	466	472	21	23	15	29	29	33	47	46	49	3	2	3
Asian/Pacific Islander	14	17	2142	100	100	99	489	496	510	NA	NA	4	36	29	14	57	65	67	7	6	16
American Indian/Alaskan Native	NC	27	4016	NC	100	96	NC	470	467	NC	15	14	NC	22	37	NC	63	46	NC	NA	2
White	18	51	36135	100	100	98	482	486	508	11	12	4	11	12	14	78	73	67	NA	4	15
Students with Disabilities	10	42	9991	100	100	88	NA	435	449	NA	43	33	NA	33	36	NA	24	29	NA	NA	2
Students without Disabilities	138	290	69009	100	100	100	471	475	495	17	15	6	30	27	22	51	55	62	3	3	10
Limited English Proficient Students	14	47	10199	93	100	95	418	428	439	64	53	35	36	38	47	NA	9	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	103	238	37234	99	100	97	464	466	472	19	21	15	33	30	33	45	46	50	3	3	3
Non-Economically Disadvantaged	45	94	41766	100	100	99	478	483	505	16	13	5	24	20	16	58	64	65	2	3	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	149	334	79611	100	100	99	462	465	496	13	14	7	51	49	37	36	36	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	167	39016	100	100	99	484	490	511	7	5	4	46	45	29	47	50	66	NA	NA	1
Male	68	167	40519	100	100	98	435	438	482	21	23	10	57	54	44	22	22	46	NA	1	0
African American	52	73	4188	100	100	98	460	462	486	12	12	9	54	51	40	35	37	50	NA	NA	0
Hispanic	59	165	32855	100	100	99	454	460	481	20	17	10	46	49	43	34	34	47	NA	NA	0
Asian/Pacific Islander	14	17	2149	100	100	100	465	477	519	14	12	4	43	41	24	43	47	70	NA	NA	2
American Indian/Alaskan Native	NC	27	3992	NC	100	96	NC	461	478	NC	15	10	NC	48	46	NC	37	44	NC	NA	0
White	18	52	36380	100	100	99	487	478	511	NA	10	4	61	52	30	39	37	65	NA	2	1
Students with Disabilities	10	44	10664	100	100	94	NA	402	440	NA	43	23	NA	45	54	NA	11	22	NA	NA	1
Students without Disabilities	139	290	68947	100	100	100	467	473	504	12	10	4	52	50	34	37	40	61	NA	0	1
Limited English Proficient Students	15	48	10362	100	100	97	383	411	438	47	33	22	47	56	57	7	10	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	104	239	37626	100	100	98	460	461	479	14	15	10	51	51	45	35	34	45	NA	NA	0
Non-Economically Disadvantaged	45	95	41985	100	100	100	466	473	511	11	12	4	51	46	30	38	41	65	NA	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	127	359	79327	100	100	98	486	486	518	31	35	19	22	24	20	45	37	46	2	4	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	173	38961	100	100	98	491	491	520	27	28	16	15	22	20	56	46	48	2	4	16
Male	61	183	40295	100	100	97	480	482	516	36	40	21	30	27	19	33	30	44	2	3	16
African American	46	72	4247	100	100	98	470	472	499	41	44	27	26	24	24	33	31	41	NA	1	8
Hispanic	51	186	32327	100	99	98	488	491	499	31	30	27	20	26	25	47	40	41	2	4	8
Asian/Pacific Islander	NC	11	1939	NC	100	99	NC	526	556	NC	18	6	NC	18	10	NC	45	47	NC	18	36
American Indian/Alaskan Native	--	34	4391	--	100	96	--	468	489	--	59	32	--	18	27	--	21	36	--	3	4
White	23	52	36373	100	100	98	505	492	538	13	25	10	22	25	14	61	48	52	4	2	25
Students with Disabilities	11	49	9321	100	100	87	425	436	467	100	90	54	NA	4	22	NA	6	21	NA	NA	3
Students without Disabilities	116	310	70006	100	100	100	491	494	524	25	26	14	24	27	19	49	42	49	2	4	18
Limited English Proficient Students	13	60	9431	100	98	95	451	463	466	77	53	53	8	30	27	15	17	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	90	271	37097	100	99	97	484	483	498	34	37	27	18	24	25	47	35	41	1	4	7
Non-Economically Disadvantaged	37	88	42230	100	100	99	490	494	535	24	27	11	32	25	15	41	44	50	3	3	24

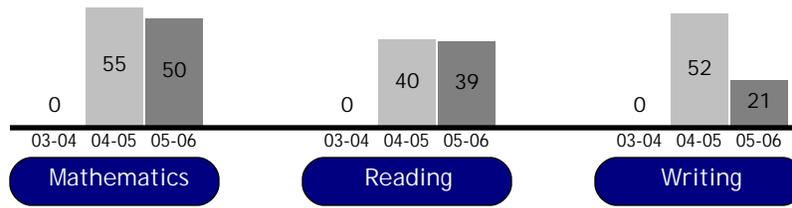
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	359	79501	100	100	98	475	471	497	17	19	10	39	40	25	45	40	60	NA	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	173	39062	100	100	99	483	477	502	12	17	8	32	34	23	56	49	64	NA	1	5
Male	61	183	40368	100	100	98	466	466	491	21	22	13	46	45	27	33	33	57	NA	1	3
African American	46	72	4279	100	100	99	468	468	485	26	26	14	33	36	30	41	36	54	NA	1	2
Hispanic	51	186	32389	100	99	98	475	472	478	12	16	16	43	41	34	45	42	48	NA	1	1
Asian/Pacific Islander	NC	11	1936	NC	100	99	NC	485	519	NC	9	3	NC	36	14	NC	55	73	NC	NA	9
American Indian/Alaskan Native	--	34	4401	--	100	96	--	461	473	--	32	17	--	38	40	--	29	43	--	NA	1
White	23	52	36446	100	100	99	489	482	516	9	13	4	39	40	15	52	46	73	NA	NA	7
Students with Disabilities	11	49	9411	100	100	88	420	429	453	91	67	36	9	29	36	NA	4	26	NA	NA	1
Students without Disabilities	116	310	70090	100	100	100	480	478	502	9	12	7	41	42	24	49	46	65	NA	1	5
Limited English Proficient Students	13	60	9401	100	98	94	447	442	443	23	35	40	62	57	46	15	8	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	90	271	37183	100	99	97	471	468	479	16	21	16	44	42	34	40	36	49	NA	1	1
Non-Economically Disadvantaged	37	88	42318	100	100	99	484	483	513	19	15	5	24	33	17	57	52	70	NA	NA	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	127	356	80000	100	100	99	538	533	564	3	2	3	17	24	11	77	70	75	2	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	173	39288	100	100	99	564	550	579	NA	2	2	9	16	6	88	77	77	3	5	16
Male	61	180	40644	100	98	98	510	517	549	7	2	4	26	31	15	66	65	74	2	2	7
African American	46	71	4307	100	100	99	532	527	551	4	3	4	20	28	13	74	65	75	2	4	7
Hispanic	51	185	32672	100	99	99	538	535	548	4	2	4	16	21	14	78	75	76	2	2	6
Asian/Pacific Islander	NC	11	1945	NC	100	99	NC	558	592	NC	NA	1	NC	9	4	NC	82	69	NC	9	25
American Indian/Alaskan Native	--	34	4424	--	100	97	--	520	549	--	3	3	--	32	14	--	59	77	--	6	5
White	23	51	36602	100	98	99	554	537	579	NA	NA	2	17	27	7	78	69	75	4	4	16
Students with Disabilities	11	48	9919	100	98	93	461	467	505	9	4	9	82	77	35	9	19	54	NA	NA	2
Students without Disabilities	116	308	70081	100	100	100	545	543	571	3	2	2	11	16	7	84	78	79	3	4	12
Limited English Proficient Students	13	60	9571	100	98	96	508	497	502	8	5	10	31	45	29	62	50	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	90	270	37534	100	99	98	533	529	547	4	3	4	17	26	15	77	68	76	2	3	5
Non-Economically Disadvantaged	37	86	42466	100	100	100	549	544	578	NA	1	2	19	17	7	78	77	75	3	5	16

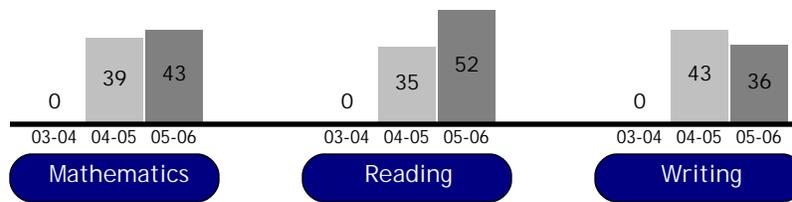
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**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	--	--	NA	58	100	42	38	47	98	30	32	46
	Language	--	--	30	50	100	45	43	47	98	22	34	48
	Mathematics	--	--	50	64	100	46	43	50	98	28	39	52
3	Reading	--	--	NA	55	94	32	30	44	99	27	25	46
	Language	--	--	46	61	94	34	33	44	99	28	28	46
	Mathematics	--	--	50	61	91	40	37	51	99	32	32	52
4	Reading	--	--	NA	56	100	40	38	48	99	41	34	52
	Language	--	--	31	52	100	41	40	49	99	35	32	52
	Mathematics	--	--	37	61	100	47	45	53	99	44	37	58
5	Reading	--	--	NA	55	99	30	35	50	99	37	39	56
	Language	--	--	25	49	99	32	36	50	99	35	37	54
	Mathematics	--	--	34	63	98	34	35	49	99	34	37	52
6	Reading	--	--	NA	56	99	42	38	51	98	39	37	56
	Language	--	--	33	48	99	39	34	47	98	27	30	50
	Mathematics	--	--	49	66	99	43	39	52	98	34	32	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü School Support Issues
- Ü Establish Goals for Site Improvement
- Ü School Health and Safety Issues
- Ü Improvement of Facilities/Grounds
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	5.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	30	4	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	20%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Art Instruction
- Ü After School Tutoring
- Ü Basketball Team

Social Services

- Ü Counseling Services
- Ü Dental Program
- Ü Health/Vision Screening
- Ü Immunization Clinic

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The Laveen School District was the first public school district in the state to institute a mandatory uniform policy for all students. It is now easy to identify who belongs on campus. This has made our campus a safer place for our students.
  
- ü Professional development is provided for our staff. Topics include special education, classroom accommodation, discipline, assessment, curriculum development, ADHD, EL, the Arizona Academic Standards, Music, Reading, Phonics and diversity training.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	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

Our school has a comprehensive safety plan under continuous review. We have a zero-tolerance policy toward weapons, violence and drugs.

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	Jim Matthies	(602) 237-7040
Transportation Policy	Jim Matthies	(602) 237-7040
Community Resources	Jim Matthies	(602) 237-7040
School Nutrition Programs	Shelly Rand	(602) 237-7040
Parent Organization	Jim Matthies	(602) 237-7040
Student Health/Nurse	Yolanda Serrano	(602) 237-7040

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.