



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2006-07

Vicki A. Romero High School

3005 E. Fillmore St., Phoenix, AZ 85008-

No Child Left Behind

Adequate Yearly Progress¹

2005-06 Not Met
2004-05 Met
2003-04 Met

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.

Current Administrator²

Title: President
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District At A Glance

Enrollment³

	State	District
2005-2006 Student Enrollment	1,093,725	373

Highly Qualified

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

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

53%

	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	N/A	N/A	N/A	N/A

N/A =Data not available

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your district.

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (05-06)	--	79306	--	99	--	504	--	13	--	20	--	49	--	19
All Students (04-05)	--	78906	--	99	--	498	--	13	--	19	--	48	--	20
Female (05-06)	--	38845	--	99	--	505	--	11	--	20	--	50	--	18
Female (04-05)	--	38644	--	99	--	500	--	12	--	19	--	49	--	19
Male (05-06)	--	40383	--	98	--	504	--	14	--	19	--	47	--	19
Male (04-05)	--	40236	--	99	--	497	--	15	--	19	--	46	--	20
African American (05-06)	--	4171	--	98	--	485	--	20	--	26	--	44	--	10
African American (04-05)	--	4087	--	99	--	481	--	20	--	24	--	45	--	11
Hispanic (05-06)	--	32673	--	99	--	487	--	18	--	25	--	46	--	10
Hispanic (04-05)	--	31938	--	99	--	481	--	19	--	25	--	46	--	10
Asian/Pacific Islander (05-06)	--	2147	--	99	--	539	--	5	--	10	--	46	--	40
Asian/Pacific Islander (04-05)	--	1805	--	98	--	536	--	5	--	8	--	45	--	42
American Indian/Alaskan Native (05-06)	--	4034	--	97	--	479	--	22	--	29	--	43	--	7
American Indian/Alaskan Native (04-05)	--	4593	--	100	--	467	--	26	--	29	--	39	--	6
White (05-06)	--	36234	--	99	--	523	--	6	--	13	--	52	--	28
White (04-05)	--	36483	--	99	--	517	--	7	--	13	--	51	--	30
Students with Disabilities (05-06)	--	10286	--	91	--	462	--	41	--	27	--	27	--	5
Students with Disabilities (04-05)	--	10664	--	100	--	430	--	42	--	27	--	26	--	5
Students without Disabilities (05-06)	--	69020	--	100	--	510	--	9	--	18	--	52	--	21
Students without Disabilities (04-05)	--	68310	--	98	--	509	--	9	--	18	--	51	--	22
Limited English Proficient Students (05-06)	--	10291	--	96	--	458	--	38	--	34	--	26	--	2
Limited English Proficient Students (04-05)	--	12573	--	100	--	454	--	27	--	30	--	38	--	5
Migrant Students (05-06)	--	630	--	95	--	478	--	24	--	27	--	43	--	6
Migrant Students (04-05)	--	125	--	NA	--	476	--	18	--	35	--	42	--	5
Economically Disadvantaged (05-06)	--	37437	--	97	--	486	--	19	--	26	--	46	--	9
Economically Disadvantaged (04-05)	--	38679	--	96	--	483	--	20	--	25	--	45	--	10
Non-Economically Disadvantaged (05-06)	--	41869	--	100	--	521	--	7	--	14	--	51	--	27
Non-Economically Disadvantaged (04-05)	--	40295	--	100	--	513	--	7	--	13	--	50	--	30

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (05-06)	--	79000	--	98	--	489	--	10	--	24	--	58	--	9
All Students (04-05)	--	78908	--	99	--	484	--	10	--	23	--	58	--	9
Female (05-06)	--	38845	--	99	--	494	--	7	--	22	--	61	--	10
Female (04-05)	--	38648	--	99	--	489	--	8	--	22	--	61	--	10
Male (05-06)	--	40150	--	98	--	485	--	12	--	25	--	55	--	8
Male (04-05)	--	40233	--	99	--	479	--	12	--	25	--	55	--	8
African American (05-06)	--	4153	--	98	--	476	--	13	--	30	--	53	--	4
African American (04-05)	--	4092	--	99	--	473	--	12	--	28	--	54	--	5
Hispanic (05-06)	--	32508	--	98	--	472	--	15	--	33	--	49	--	3
Hispanic (04-05)	--	31940	--	99	--	465	--	16	--	32	--	49	--	3
Asian/Pacific Islander (05-06)	--	2142	--	99	--	510	--	4	--	14	--	67	--	16
Asian/Pacific Islander (04-05)	--	1805	--	98	--	507	--	4	--	13	--	65	--	18
American Indian/Alaskan Native (05-06)	--	4016	--	96	--	467	--	14	--	37	--	46	--	2
American Indian/Alaskan Native (04-05)	--	4569	--	100	--	457	--	18	--	39	--	41	--	2
White (05-06)	--	36135	--	98	--	508	--	4	--	14	--	67	--	15
White (04-05)	--	36502	--	99	--	502	--	4	--	14	--	67	--	15
Students with Disabilities (05-06)	--	9991	--	88	--	449	--	33	--	36	--	29	--	2
Students with Disabilities (04-05)	--	10665	--	100	--	423	--	30	--	36	--	31	--	2
Students without Disabilities (05-06)	--	69009	--	100	--	495	--	6	--	22	--	62	--	10
Students without Disabilities (04-05)	--	68312	--	98	--	493	--	7	--	21	--	62	--	10
Limited English Proficient Students (05-06)	--	10199	--	95	--	439	--	35	--	47	--	18	--	0
Limited English Proficient Students (04-05)	--	12556	--	100	--	436	--	24	--	40	--	35	--	1
Migrant Students (05-06)	--	629	--	95	--	457	--	22	--	41	--	37	--	1
Migrant Students (04-05)	--	125	--	NA	--	457	--	22	--	40	--	38	--	0
Economically Disadvantaged (05-06)	--	37234	--	97	--	472	--	15	--	33	--	50	--	3
Economically Disadvantaged (04-05)	--	38662	--	96	--	468	--	16	--	32	--	49	--	3
Non-Economically Disadvantaged (05-06)	--	41766	--	99	--	505	--	5	--	16	--	65	--	14
Non-Economically Disadvantaged (04-05)	--	40315	--	100	--	498	--	5	--	15	--	66	--	14

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (05-06)	--	79611	--	99	--	496	--	7	--	37	--	56	--	1
All Students (04-05)	--	78750	--	99	--	500	--	6	--	29	--	63	--	2
Female (05-06)	--	39016	--	99	--	511	--	4	--	29	--	66	--	1
Female (04-05)	--	38586	--	99	--	515	--	4	--	22	--	71	--	3
Male (05-06)	--	40519	--	98	--	482	--	10	--	44	--	46	--	0
Male (04-05)	--	40135	--	99	--	486	--	8	--	35	--	56	--	1
African American (05-06)	--	4188	--	98	--	486	--	9	--	40	--	50	--	0
African American (04-05)	--	4081	--	99	--	488	--	8	--	32	--	59	--	2
Hispanic (05-06)	--	32855	--	99	--	481	--	10	--	43	--	47	--	0
Hispanic (04-05)	--	31841	--	99	--	483	--	8	--	36	--	55	--	1
Asian/Pacific Islander (05-06)	--	2149	--	100	--	519	--	4	--	24	--	70	--	2
Asian/Pacific Islander (04-05)	--	1802	--	98	--	533	--	2	--	16	--	75	--	7
American Indian/Alaskan Native (05-06)	--	3992	--	96	--	478	--	10	--	46	--	44	--	0
American Indian/Alaskan Native (04-05)	--	4586	--	100	--	481	--	8	--	37	--	54	--	1
White (05-06)	--	36380	--	99	--	511	--	4	--	30	--	65	--	1
White (04-05)	--	36440	--	99	--	516	--	3	--	22	--	71	--	4
Students with Disabilities (05-06)	--	10664	--	94	--	440	--	23	--	54	--	22	--	1
Students with Disabilities (04-05)	--	10622	--	100	--	415	--	21	--	50	--	28	--	1
Students without Disabilities (05-06)	--	68947	--	100	--	504	--	4	--	34	--	61	--	1
Students without Disabilities (04-05)	--	68196	--	98	--	513	--	3	--	25	--	69	--	3
Limited English Proficient Students (05-06)	--	10362	--	97	--	438	--	22	--	57	--	21	--	NA
Limited English Proficient Students (04-05)	--	12504	--	100	--	451	--	12	--	44	--	43	--	1
Migrant Students (05-06)	--	636	--	96	--	467	--	14	--	47	--	38	--	0
Migrant Students (04-05)	--	126	--	NA	--	464	--	14	--	44	--	41	--	0
Economically Disadvantaged (05-06)	--	37626	--	98	--	479	--	10	--	45	--	45	--	0
Economically Disadvantaged (04-05)	--	38558	--	96	--	485	--	8	--	37	--	54	--	1
Non-Economically Disadvantaged (05-06)	--	41985	--	100	--	511	--	4	--	30	--	65	--	1
Non-Economically Disadvantaged (04-05)	--	40260	--	100	--	514	--	3	--	21	--	72	--	4

10th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (05-06)	106	71130	91	95	686	701	28	23	16	13	51	51	5	14
All Students (04-05)	92	69846	100	100	687	699	39	21	16	11	39	49	7	18
Female (05-06)	62	35465	91	96	683	702	29	21	19	13	50	53	2	13
Female (04-05)	47	34328	100	99	687	702	33	19	20	12	42	51	4	18
Male (05-06)	44	35648	90	94	689	701	27	24	11	12	52	50	9	14
Male (04-05)	45	35509	100	100	686	696	44	23	11	11	36	48	9	18
African American (05-06)	--	3868	--	95	--	686	--	33	--	17	--	45	--	6
African American (04-05)	NC	3535	NC	100	NC	677	NC	31	NC	15	NC	46	NC	8
Hispanic (05-06)	103	25103	91	95	685	685	29	34	16	16	51	45	4	5
Hispanic (04-05)	91	23363	100	100	687	680	39	32	16	16	38	45	7	7
Asian/Pacific Islander (05-06)	NC	1805	NC	98	NC	731	NC	9	NC	7	NC	50	NC	34
Asian/Pacific Islander (04-05)	--	1742	--	99	--	733	--	8	--	7	--	46	--	38
American Indian/Alaskan Native (05-06)	NC	4241	NC	90	NC	679	NC	39	NC	19	NC	39	NC	3
American Indian/Alaskan Native (04-05)	--	4785	--	100	--	671	--	39	--	17	--	39	--	5
White (05-06)	NC	36075	NC	95	NC	715	NC	12	NC	9	NC	58	NC	21
White (04-05)	--	36421	--	99	--	714	--	12	--	8	--	54	--	26
Students with Disabilities (05-06)	NC	5862	NC	71	NC	658	NC	63	NC	15	NC	20	NC	2
Students with Disabilities (04-05)	NC	7690	NC	100	NC	593	NC	64	NC	14	NC	21	NC	2
Students without Disabilities (05-06)	105	65268	100	98	686	705	28	19	16	12	51	54	5	15
Students without Disabilities (04-05)	83	62220	100	99	692	712	32	16	17	11	43	53	7	20
Limited English Proficient Students (05-06)	40	4859	85	93	674	662	45	64	10	15	45	20	NA	1
Limited English Proficient Students (04-05)	69	5834	100	100	685	612	38	46	17	20	39	31	5	3
Migrant Students (05-06)	NC	786	NC	95	NC	681	NC	38	NC	18	NC	41	NC	4
Migrant Students (04-05)	--	117	--	NA	--	677	--	44	--	18	--	35	--	3
Economically Disadvantaged (05-06)	106	22957	91	93	686	685	28	34	16	17	51	44	5	5
Economically Disadvantaged (04-05)	91	21421	100	92	687	686	38	35	16	15	39	43	7	7
Non-Economically Disadvantaged (05-06)	--	48173	--	96	--	709	--	17	--	11	--	55	--	18
Non-Economically Disadvantaged (04-05)	NC	48489	NC	100	NC	704	NC	15	NC	10	NC	52	NC	23

10th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (05-06)	117	73018	99	97	665	703	8	6	57	23	35	64	NA	8
All Students (04-05)	96	71311	100	100	655	694	20	7	47	21	32	63	0	9
Female (05-06)	69	35465	99	97	663	708	7	4	57	21	36	65	NA	9
Female (04-05)	49	34899	100	100	656	700	17	5	52	19	30	66	0	10
Male (05-06)	48	36816	100	96	667	699	8	7	58	24	33	62	NA	7
Male (04-05)	47	36430	100	100	655	688	23	9	43	22	34	61	0	8
African American (05-06)	NC	3976	NC	96	NC	689	NC	8	NC	29	NC	59	NC	3
African American (04-05)	NC	3573	NC	100	NC	676	NC	9	NC	26	NC	60	NC	4
Hispanic (05-06)	113	25801	99	96	664	683	7	10	58	34	35	53	NA	3
Hispanic (04-05)	95	24056	100	100	655	672	21	13	48	31	32	53	0	3
Asian/Pacific Islander (05-06)	NC	1812	NC	98	NC	722	NC	3	NC	15	NC	66	NC	16
Asian/Pacific Islander (04-05)	--	1731	--	98	--	717	--	3	--	13	--	68	--	16
American Indian/Alaskan Native (05-06)	NC	4389	NC	93	NC	675	NC	9	NC	42	NC	47	NC	1
American Indian/Alaskan Native (04-05)	--	5110	--	100	--	661	--	14	--	38	--	46	--	2
White (05-06)	NC	37024	NC	97	NC	721	NC	2	NC	12	NC	73	NC	13
White (04-05)	--	36841	--	99	--	713	--	3	--	12	--	72	--	13
Students with Disabilities (05-06)	11	7170	100	85	644	654	18	23	64	47	18	29	NA	1
Students with Disabilities (04-05)	NC	8021	NC	100	NC	590	NC	27	NC	42	NC	29	NC	1
Students without Disabilities (05-06)	106	65848	99	98	667	708	7	4	57	20	37	67	NA	9
Students without Disabilities (04-05)	87	63379	100	100	658	707	19	5	45	18	36	68	0	10
Limited English Proficient Students (05-06)	47	5099	100	95	642	641	15	29	81	59	4	12	NA	0
Limited English Proficient Students (04-05)	71	6402	100	100	651	596	24	25	47	44	28	30	0	1
Migrant Students (05-06)	NC	817	NC	96	NC	667	NC	15	NC	44	NC	39	NC	1
Migrant Students (04-05)	--	548	--	NA	--	659	--	26	--	36	--	38	--	0
Economically Disadvantaged (05-06)	117	23912	99	94	665	681	8	10	57	36	35	52	NA	2
Economically Disadvantaged (04-05)	96	22243	100	93	655	677	20	14	47	32	32	51	0	3
Non-Economically Disadvantaged (05-06)	--	49106	--	98	--	714	--	4	--	16	--	69	--	11
Non-Economically Disadvantaged (04-05)	--	49157	--	100	--	702	--	4	--	16	--	69	--	11

10th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (05-06)	117	72810	99	96	659	685	10	6	59	30	31	58	NA	6
All Students (04-05)	96	70868	100	100	650	688	18	5	47	23	34	63	0	9
Female (05-06)	70	36111	100	97	665	695	7	4	60	23	33	65	NA	8
Female (04-05)	49	34710	100	99	649	697	15	3	48	19	37	66	0	12
Male (05-06)	47	36678	98	95	652	674	15	9	57	36	28	52	NA	3
Male (04-05)	47	36176	100	100	651	678	21	7	47	27	32	59	0	7
African American (05-06)	NC	3962	NC	96	NC	675	NC	8	NC	33	NC	55	NC	3
African American (04-05)	NC	3557	NC	99	NC	675	NC	7	NC	25	NC	62	NC	6
Hispanic (05-06)	113	25735	99	96	660	669	10	10	61	41	29	48	NA	2
Hispanic (04-05)	95	23868	100	100	650	670	18	9	47	33	35	55	0	4
Asian/Pacific Islander (05-06)	NC	1809	NC	97	NC	704	NC	4	NC	19	NC	65	NC	13
Asian/Pacific Islander (04-05)	--	1732	--	98	--	713	--	2	--	12	--	64	--	22
American Indian/Alaskan Native (05-06)	NC	4370	NC	92	NC	670	NC	9	NC	39	NC	50	NC	2
American Indian/Alaskan Native (04-05)	--	5001	--	100	--	661	--	9	--	41	--	48	--	2
White (05-06)	NC	36915	NC	97	NC	697	NC	3	NC	21	NC	67	NC	8
White (04-05)	--	36710	--	99	--	702	--	2	--	15	--	69	--	13
Students with Disabilities (05-06)	11	7071	100	84	627	634	36	24	45	53	18	21	NA	1
Students with Disabilities (04-05)	NC	7900	NC	100	NC	580	NC	22	NC	49	NC	28	NC	1
Students without Disabilities (05-06)	106	65739	99	98	663	689	8	4	60	27	32	62	NA	6
Students without Disabilities (04-05)	87	63054	100	99	653	701	18	3	44	20	38	67	0	10
Limited English Proficient Students (05-06)	46	5046	98	94	635	621	22	31	72	56	7	12	NA	0
Limited English Proficient Students (04-05)	71	6308	100	100	644	591	22	19	46	47	32	33	0	1
Migrant Students (05-06)	--	812	--	96	--	654	--	15	--	51	--	34	--	0
Migrant Students (04-05)	--	540	--	NA	--	658	--	16	--	42	--	41	--	1
Economically Disadvantaged (05-06)	117	23814	99	94	659	667	10	10	59	41	31	47	NA	2
Economically Disadvantaged (04-05)	96	21994	100	92	650	673	18	10	47	36	34	52	0	3
Non-Economically Disadvantaged (05-06)	--	48996	--	97	--	693	--	4	--	24	--	64	--	7
Non-Economically Disadvantaged (04-05)	--	48960	--	100	--	694	--	3	--	18	--	67	--	12

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

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

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Vicki A. Romero High School

Warning Year

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

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 implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Vicki A. Romero High School

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Vicki A. Romero High School	N/A	Performing Plus	Not Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3-8 and 10. 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. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), 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. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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