

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

15533 W. Paradise Ln., Surprise, AZ 85374

Paragon Management, Inc.

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	Performing Plus
2003-04	Performing
2002-03	Performing

(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	Met
2002-03	Met

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. Jeffrey A. Sloggett
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-8
 2005 Enrollment : 1110
 Web Address : www.pec-eagles.com
 Phone Number : (623) 975-2646
 Fax Number : (623) 975-2841
 E-mail : jeff.sloggett@pec-eagles.com

Mission

Paradise Education Center is committed to providing excellence in education and guiding children to gain confidence in a safe environment that enables students to be successful, caring and knowledgeable members of our community.

School / Academic Goals

- ü All regular education students will master 85 percent of the learning standards.
- ü Students will average in the 70th percentile in all areas tested on the AIMS/DPA.
- ü Students will be challenged to make a difference by developing a strong sense of character, based upon proven values.

Enrollment

October 1, 2004 School Year Student Enrollment : 1049
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 1110

Instructional Programs

- Ü Full-day Kindergarten
- Ü Gifted Programs
- Ü Special Education
- Ü ELL
- Ü Music Programs
- Ü Computer Lab
- Ü Spanish
- Ü Physical Education

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 :	6/8/2006

Shared Responsibilities

School

Provide an educational environment that is safe, orderly and challenging. Recognize learning variability by utilizing a variety of teaching strategies. Utilize educational technology. Maintain high academic standards. Communicate with parents.

Parents

Demonstrate positive interest, involvement and support of the educational process. Provide a learning environment for the completion of home- work. Ensure that students are prepared and appropriately dressed for school (School Uniform Policy).

Transportation Policy

Students must be transported by their parents.

School Honors

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

Award/Honor	Year
Ü US West Teacher of the Year State Winner	2000
Ü 2 Teachers - NCLB Goal of 100% Met/Exceeded Standards	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	141	79306	100	100	99	449	449	445	14	14	10	18	18	18	45	45	51	24	24	20
All Students (Prior Year)	114	114	75509	100	100	100	517	517	521	18	18	13	18	18	23	36	36	33	27	27	31
Female	66	66	38691	100	100	99	446	446	446	17	17	10	17	17	18	44	44	52	22	22	20
Male	75	75	40583	100	100	99	451	451	445	11	11	11	18	18	18	45	45	50	26	26	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	22	22	32869	100	100	99	425	425	429	24	24	15	19	19	25	48	48	51	10	10	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	110	110	36197	99	99	99	454	454	463	11	11	5	17	17	11	43	43	53	28	28	31
Students with Disabilities	23	23	10321	100	100	100	442	442	389	26	26	30	9	9	27	39	39	34	26	26	9
Students without Disabilities	118	118	69060	98	98	98	450	450	454	11	11	7	20	20	17	46	46	54	24	24	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	141	141	39966	100	100	100	449	449	459	14	14	6	18	18	12	45	45	52	24	24	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	141	141	79395	100	0	99	451	451	446	11	11	9	19	19	25	62	62	55	8	8	11
All Students (Prior Year)	113	113	75492	99	99	100	518	518	519	21	21	12	11	11	16	38	38	47	30	30	24
Female	66	66	38743	100	0	100	458	458	451	8	8	7	17	17	24	64	64	57	10	10	12
Male	75	75	40618	100	0	99	446	446	440	14	14	11	21	21	27	59	59	53	6	6	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	22	22	32915	100	0	99	435	435	426	19	19	15	29	29	35	52	52	47	0	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	110	110	36221	99	0	99	455	455	465	10	10	4	16	16	15	64	64	63	10	10	17
Students with Disabilities	23	23	10331	100	0	100	435	435	388	26	26	25	13	13	37	52	52	34	9	9	4
Students without Disabilities	118	118	69139	98	0	99	455	455	454	8	8	7	21	21	24	64	64	58	8	8	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	141	141	39986	100	0	100	451	451	461	11	11	4	19	19	16	62	62	63	8	8	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	141	141	78869	100	100	99	441	441	442	7	7	6	31	31	21	44	44	63	18	18	10
All Students (Prior Year)	113	113	75053	99	99	99	575	575	597	15	15	7	11	11	12	59	59	72	15	15	9
Female	66	66	38536	100	100	99	456	456	458	7	7	4	25	25	15	44	44	67	24	24	14
Male	75	75	40302	100	100	99	427	427	428	8	8	8	36	36	26	44	44	60	12	12	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	22	22	32606	100	100	98	401	401	426	10	10	8	43	43	27	43	43	60	5	5	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	110	110	36078	99	99	99	451	451	459	6	6	4	28	28	16	44	44	66	21	21	14
Students with Disabilities	23	23	10246	100	100	100	392	392	367	26	26	18	22	22	39	39	39	40	13	13	4
Students without Disabilities	118	118	68697	98	98	98	451	451	454	3	3	4	33	33	18	45	45	67	19	19	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	141	141	39837	100	100	100	441	441	457	7	7	4	31	31	14	44	44	67	18	18	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	116	116	78906	99	99	99	509	509	498	9	9	13	8	8	19	64	64	48	20	20	20
All Students (Prior Year)	114	114	76019	99	99	100	496	496	499	9	9	14	43	43	39	19	19	14	28	28	33
Female	65	65	38644	98	98	99	510	510	500	7	7	12	8	8	19	68	68	49	17	17	19
Male	51	51	40236	100	100	99	509	509	497	12	12	15	7	7	19	57	57	46	24	24	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	96	96	36483	98	98	99	510	510	517	10	10	7	6	6	13	61	61	51	23	23	30
Students with Disabilities	13	13	10664	100	100	100	445	445	430	67	67	42	8	8	27	8	8	26	17	17	5
Students without Disabilities	103	103	68310	99	99	98	518	518	509	1	1	9	8	8	18	71	71	51	20	20	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	116	116	40295	100	100	100	509	509	513	9	9	7	8	8	13	64	64	50	20	20	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	116	116	78908	99	0	99	501	501	484	9	9	10	13	13	23	64	64	58	15	15	9
All Students (Prior Year)	114	114	76020	99	99	100	510	510	503	15	15	25	23	23	23	47	47	40	15	15	12
Female	65	65	38648	98	0	99	506	506	489	7	7	8	12	12	22	65	65	61	17	17	10
Male	51	51	40233	100	0	99	493	493	479	12	12	12	14	14	25	62	62	55	12	12	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	96	96	36502	98	0	99	502	502	502	10	10	4	13	13	14	60	60	67	17	17	15
Students with Disabilities	13	13	10665	100	0	100	444	444	423	58	58	30	17	17	36	25	25	31	0	0	2
Students without Disabilities	103	103	68312	99	0	98	508	508	493	2	2	7	12	12	21	69	69	62	17	17	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	116	116	40315	100	0	100	501	501	498	9	9	5	13	13	15	64	64	66	15	15	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	116	116	78750	99	99	99	518	518	500	6	6	6	19	19	29	72	72	63	4	4	2
All Students (Prior Year)	113	113	75673	98	98	100	547	547	530	7	7	12	27	27	25	59	59	58	7	7	4
Female	65	65	38586	98	98	99	526	526	515	5	5	4	12	12	22	77	77	71	7	7	3
Male	51	51	40135	100	100	99	507	507	486	7	7	8	29	29	35	64	64	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	96	96	36440	98	98	99	517	517	516	6	6	3	22	22	22	68	68	71	5	5	4
Students with Disabilities	13	13	10622	100	100	100	457	457	415	17	17	21	42	42	50	42	42	28	0	0	1
Students without Disabilities	103	103	68196	99	99	98	527	527	513	4	4	3	16	16	25	76	76	69	4	4	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	116	116	40260	100	100	100	518	518	514	6	6	3	19	19	21	72	72	72	4	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	99	99	78250	98	98	99	561	561	548	15	15	21	15	15	18	63	63	48	8	8	13
All Students (Prior Year)	52	52	75001	100	100	99	454	454	468	38	38	37	48	48	36	12	12	16	2	2	10
Female	57	57	38071	97	97	99	557	557	549	14	14	20	16	16	19	67	67	49	4	4	12
Male	42	42	40126	100	100	99	567	567	547	16	16	23	13	13	17	58	58	46	13	13	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	15	15	29129	94	94	99	557	557	527	7	7	32	21	21	23	71	71	40	0	0	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	71	71	38320	97	97	99	564	564	568	14	14	12	14	14	14	60	60	55	11	11	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	93	93	68996	96	96	99	565	565	561	11	11	16	15	15	18	66	66	52	8	8	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	99	99	44937	100	100	100	561	561	561	15	15	13	15	15	15	63	63	54	8	8	18

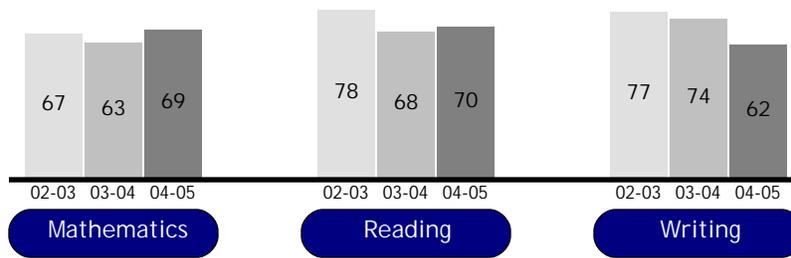
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	99	78302	98	0	99	542	542	512	3	3	11	13	13	25	74	74	57	9	9	7
All Students (Prior Year)	52	52	74918	100	100	99	498	498	497	31	31	32	17	17	19	33	33	35	19	19	15
Female	57	57	38082	97	0	99	543	543	518	0	0	8	14	14	24	80	80	61	6	6	7
Male	42	42	40166	100	0	99	540	540	507	8	8	14	13	13	26	66	66	54	13	13	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	15	15	29152	94	0	99	544	544	492	0	0	17	7	7	34	86	86	46	7	7	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	71	71	38347	97	0	99	542	542	531	5	5	5	14	14	17	70	70	68	11	11	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	93	93	69024	96	0	99	545	545	524	1	1	7	13	13	23	76	76	62	9	9	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	99	99	44979	100	0	100	542	542	525	3	3	6	13	13	18	74	74	66	9	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	68	68	78094	67	67	99	580	580	545	0	0	3	5	5	18	95	95	77	0	0	2
All Students (Prior Year)	52	52	74503	100	100	99	532	532	491	6	6	9	23	23	32	54	54	51	17	17	8
Female	41	41	38025	69	69	99	590	590	558	0	0	2	0	0	13	100	100	82	0	0	2
Male	27	27	40013	64	64	99	566	566	534	0	0	5	12	12	23	88	88	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	10	10	29068	63	63	99	574	574	523	0	0	5	0	0	27	100	100	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	49	49	38265	67	67	99	581	581	564	0	0	2	7	7	11	93	93	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	63	63	68892	65	65	98	583	583	559	0	0	2	3	3	14	97	97	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	68	68	44871	69	69	100	580	580	559	0	0	2	5	5	12	95	95	84	0	0	3

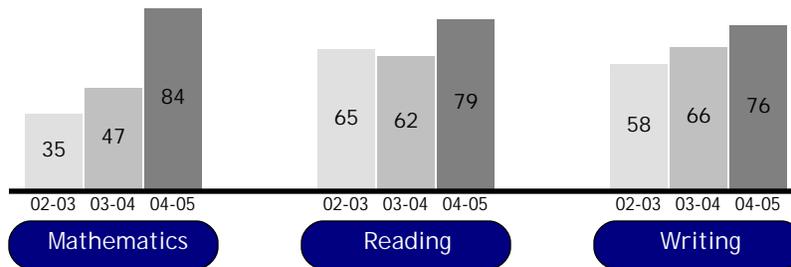
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

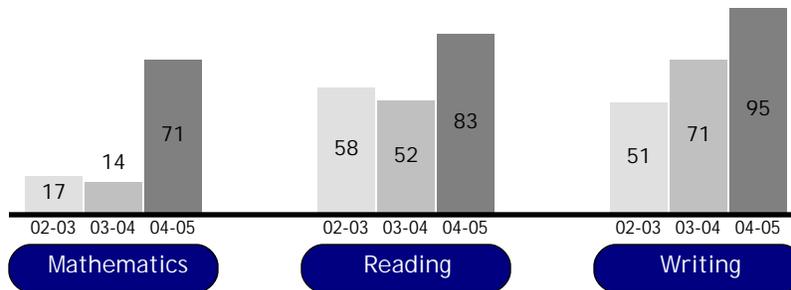
3rd Grade Proficiency



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.

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	94	66	66	50	98	59	NA	58	99	52	52	47
	Language	99	60	60	43	99	54	54	50	99	53	53	47
	Mathematics	97	76	76	57	99	72	72	64	99	60	60	50
3	Reading	97	61	61	47	95	59	NA	55	100	50	50	44
	Language	98	70	70	54	94	63	63	61	100	51	51	44
	Mathematics	98	62	62	54	95	58	58	61	100	52	52	51
4	Reading	95	74	74	52	95	72	NA	56	100	58	58	48
	Language	98	70	70	48	99	64	64	52	100	64	64	49
	Mathematics	98	78	78	57	98	76	76	61	100	65	65	53
5	Reading	99	68	68	50	99	64	NA	55	99	63	63	50
	Language	99	64	64	46	97	61	61	49	99	63	63	50
	Mathematics	98	66	66	57	99	68	68	63	99	61	61	49
6	Reading	94	63	63	53	100	64	NA	56	99	67	67	51
	Language	99	56	56	45	100	54	54	48	99	63	63	47
	Mathematics	97	71	71	62	100	70	70	66	99	63	63	52
7	Reading	95	61	61	51	96	63	NA	54	98	61	61	50
	Language	98	68	68	54	96	68	68	58	98	64	64	52
	Mathematics	91	65	65	58	96	65	65	62	97	58	58	50
8	Reading	93	57	57	53	98	61	NA	55	98	64	64	51
	Language	100	59	59	49	100	61	61	52	98	61	61	50
	Mathematics	100	63	63	58	98	59	59	61	98	58	58	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü School Uniforms

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	7.00	Teacher	54.00
Other Professional Staff	3.00	Teacher Aide	7.75

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	4	0	0
4 to 6 years	14	3	0	0
7 to 9 years	8	4	0	0
10 or more years	7	6	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	110
Teachers with Emergency Certificaton.	27
Percent of teachers in the school with Emergency/Provisional Certification	44%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Athletic Fields
- Ü Computer Lab
- Ü Auditorium/Gym

Extracurricular Activities

- Ü Band
- Ü Student Council
- Ü Chorus
- Ü Athletics
- Ü National Junior Honor Society
- Ü Guitar
- Ü Karate

Social Services

- Ü Before School Program
- Ü After School Program
- Ü Counseling Services

School Achievements/Accomplishments 2004-05

ü Paradise Education Center is a North Central Association (NCA) accredited school.

ü All classrooms are connected to the internet.

ü Maintain classroom enrollment at 26 students per classroom.

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	13	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	1	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

We maintain a fenced perimeter with visitor and volunteer sign-in through the office. We use picture ID badges for all staff. We maintain ongoing training on safety issues. We use alarms and have regular safety drills.

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) :

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	Dr. Patrick Schrader	(623) 975-2646
Transportation Policy		
Community Resources	Jeff Sloggett	(623) 975-2751
School Nutrition Programs	Jeff Sloggett	(623) 975-2751
Parent Organization	Denise Sloggett	(623) 975-2646
Student Health/Nurse	Ann Lacey	(623) 975-2751

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."

ACHIEVEMENT PROFILES

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.