

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

545 N. Horne, Mesa, AZ 85203

Mesa Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School Overview

Principal/Administrator : Mr. Howard A. Paley
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : www.mpsaz.org/edison/
 Phone Number : (480) 472-5300
 Fax Number : (480) 472-5281
 E-mail : hapaley@mpsaz.org

Mission

At Edison Elementary School we believe that education is a lifelong process. We affirm that all of us--students, parents, families, the community and school staff--working together will make a positive contribution to the academic, physical and emotional development of all students. Each member of the Edison community is entitled to the highest quality educational and social experiences.

School / Academic Goals

- ü Attain mastery of communication skills including written and oral language appropriate to grade/age level.
 This includes the use of technology as tools to enhance learning.
- ü Attain mastery of math facts, applications and problem solving through manipulatives and written work.
- ü Attain mastery of state standards and district performance objectives appropriate to grade level.
- ü Attain mastery of reading skills including, but not limited to, phonics, sight word development, vocabulary development, and comprehension.

Enrollment

October 1, 2005 School Year Student Enrollment : 807
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 91

Instructional Programs

- Reading and Math Renaissance Programs
- MPS Curriculum
- Technology
- ELP (Extended Learning Program) (3-6)
- Art Instruction (4-6)
- Waterford Early Reading Program (K)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We have the responsibility to openly communicate with our parents on a regular basis. We also have the responsibility to provide a safe, positive and productive learning environment. Additionally, Edison Elementary School must continue to hire highly qualified personnel.

Parents

A message from your child: Please help me get ready and get to school on time everyday; please talk with me everyday so you can hear about all I am learning and doing in school; please help me understand the feelings and actions of other children and adults; please check my homework and help me when I don't understand it; please come to my school for the various events so I can show off what I do at school.

Transportation Policy

Busing is provided for all students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

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	122	5547	80010	100	98	99	435	453	447	9	8	10	26	16	18	57	56	53	8	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	2719	38935	100	98	99	437	452	447	8	8	9	26	17	19	58	56	55	8	19	17
Male	60	2828	40974	100	98	98	434	453	448	10	8	11	27	15	18	55	55	52	8	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	72	2182	34545	100	98	99	424	434	432	13	12	14	31	23	24	53	56	53	4	8	9
Asian/Pacific Islander	--	119	2068	--	98	99	--	478	474	--	4	4	--	9	10	--	50	50	--	37	36
American Indian/Alaskan Native	--	226	3979	--	97	96	--	436	424	--	14	17	--	23	30	--	51	47	--	11	6
White	47	2783	35142	100	98	99	452	469	465	4	4	5	21	9	11	62	55	56	13	31	28
Students with Disabilities	16	645	10161	100	90	93	413	419	419	31	27	28	25	30	28	44	36	36	NA	7	8
Students without Disabilities	106	4902	69849	100	99	100	439	457	451	6	5	7	26	14	17	58	58	56	9	22	19
Limited English Proficient Students	29	877	14013	100	97	97	411	415	413	14	20	24	48	33	34	38	44	39	NA	2	3
Migrant Students	NC	37	603	NC	93	96	NC	418	417	NC	19	22	NC	43	32	NC	27	42	NC	11	4
Economically Disadvantaged	102	3005	39029	100	97	98	432	437	432	10	11	14	27	22	25	55	57	52	8	10	9
Non-Economically Disadvantaged	20	2542	40981	100	99	100	451	472	462	5	4	6	20	9	13	65	54	54	10	33	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	114	5457	79438	93	97	98	444	457	451	10	7	9	27	21	24	56	60	56	7	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	2686	38775	95	97	99	451	463	457	8	5	7	24	19	22	58	62	58	10	14	13
Male	55	2770	40560	92	96	97	436	452	446	11	8	12	31	23	25	55	58	54	4	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	67	2140	34297	93	96	98	427	437	434	15	11	14	33	31	31	52	54	50	NA	4	5
Asian/Pacific Islander	--	119	2063	--	98	99	--	479	475	--	2	3	--	13	15	--	64	63	--	22	20
American Indian/Alaskan Native	--	218	3940	--	94	95	--	443	429	--	10	14	--	27	36	--	57	47	--	6	3
White	44	2744	34887	94	97	98	465	475	471	2	3	4	20	13	15	61	65	63	16	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	106	4900	69850	100	99	100	444	461	456	9	5	7	28	20	23	55	62	59	8	13	12
Limited English Proficient Students	28	846	13856	97	93	96	412	411	407	18	22	27	50	44	43	32	34	29	NA	0	1
Migrant Students	NC	35	600	NC	88	96	NC	422	418	NC	17	22	NC	43	38	NC	40	39	NC	NA	2
Economically Disadvantaged	96	2946	38685	94	95	97	440	441	435	11	10	14	28	29	32	55	55	50	5	5	5
Non-Economically Disadvantaged	18	2511	40753	90	98	99	466	477	467	NA	3	5	22	12	16	61	65	62	17	20	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	121	5524	79971	99	98	99	406	415	423	9	8	8	50	46	41	40	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	2715	38974	98	98	99	413	429	437	10	5	5	41	40	33	49	53	57	NA	2	4
Male	60	2808	40895	100	97	98	399	402	410	8	11	10	60	53	47	32	35	41	NA	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	71	2166	34481	99	97	99	402	399	410	10	12	10	55	53	46	35	35	43	NA	1	1
Asian/Pacific Islander	--	119	2067	--	98	99	--	440	449	--	2	4	--	36	28	--	60	60	--	3	8
American Indian/Alaskan Native	--	224	3995	--	97	96	--	403	409	--	11	10	--	50	47	--	38	42	--	0	1
White	47	2779	35150	100	98	99	409	429	437	9	5	5	45	41	35	47	52	56	NA	2	5
Students with Disabilities	16	645	10258	100	90	94	377	373	377	13	20	23	75	54	51	13	24	25	NA	1	1
Students without Disabilities	105	4879	69713	99	99	100	411	420	429	9	6	5	47	45	39	45	46	52	NA	2	3
Limited English Proficient Students	28	865	13985	97	95	97	394	371	382	18	22	18	50	56	54	32	22	27	NA	0	0
Migrant Students	NC	37	608	NC	93	97	NC	397	389	NC	8	16	NC	62	50	NC	30	33	NC	NA	0
Economically Disadvantaged	101	2986	38994	99	97	98	402	401	409	11	11	10	49	52	47	41	36	41	NA	1	1
Non-Economically Disadvantaged	20	2538	40977	100	99	100	427	432	437	NA	4	5	60	40	34	40	53	56	NA	3	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	95	5739	80147	100	98	99	477	498	482	14	6	11	12	13	17	57	48	49	18	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2849	39281	100	99	99	479	498	483	12	5	9	14	13	17	55	49	50	20	33	24
Male	44	2889	40780	100	98	98	475	497	482	16	7	12	9	12	17	59	48	48	16	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	54	2106	33494	100	98	99	465	479	466	15	9	15	19	18	23	57	55	49	9	18	14
Asian/Pacific Islander	--	144	2103	--	100	99	--	513	515	--	2	4	--	12	8	--	42	44	--	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	35	2998	36122	100	98	99	500	514	501	9	4	5	3	8	10	54	44	50	34	44	35
Students with Disabilities	NC	657	10295	NC	90	92	NC	451	443	NC	25	33	NC	27	26	NC	38	33	NC	10	8
Students without Disabilities	88	5082	69852	100	99	100	479	503	488	11	4	7	11	11	16	60	50	51	17	35	26
Limited English Proficient Students	14	640	12722	100	96	97	446	449	441	21	19	27	36	31	33	43	45	37	NA	5	3
Migrant Students	NC	37	622	NC	100	97	NC	465	454	NC	19	19	NC	27	30	NC	38	43	NC	16	8
Economically Disadvantaged	71	2944	38371	100	97	97	469	480	465	15	9	15	14	18	23	58	52	49	13	20	13
Non-Economically Disadvantaged	24	2795	41776	100	99	100	501	516	498	8	3	6	4	7	11	54	45	49	33	45	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	92	5655	79686	97	97	98	464	478	470	7	7	11	35	21	24	54	61	57	4	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2823	39163	100	98	99	463	482	475	10	6	9	29	19	22	61	63	60	NA	12	10
Male	41	2831	40438	93	96	97	467	474	465	2	9	13	41	22	25	46	60	54	10	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	53	2071	33299	98	96	98	452	458	452	11	12	17	40	30	32	49	54	47	NA	4	3
Asian/Pacific Islander	--	141	2097	--	98	99	--	490	490	--	3	5	--	18	13	--	65	68	--	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	35	2959	35914	100	97	98	480	495	489	NA	3	5	29	13	15	60	67	67	11	17	14
Students with Disabilities	NC	571	9808	NC	78	87	NC	440	432	NC	25	35	NC	35	32	NC	35	30	NC	5	3
Students without Disabilities	88	5084	69878	100	99	100	464	482	475	7	5	8	35	19	23	53	64	61	5	12	9
Limited English Proficient Students	14	617	12594	100	93	96	421	425	422	36	31	34	43	46	45	21	23	21	NA	0	0
Migrant Students	NC	34	611	NC	92	95	NC	448	439	NC	18	22	NC	44	39	NC	35	37	NC	3	2
Economically Disadvantaged	68	2879	38095	96	95	97	458	462	452	7	11	17	40	29	32	51	55	48	1	5	3
Non-Economically Disadvantaged	24	2776	41591	100	98	99	484	495	486	4	3	6	21	13	16	63	67	65	13	17	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	95	5728	80372	100	98	99	452	476	475	8	3	4	40	31	30	52	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2841	39452	100	99	99	465	487	488	6	2	3	35	22	22	59	73	72	NA	3	3
Male	44	2887	40836	100	98	98	437	464	464	11	4	6	45	39	37	43	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	54	2102	33608	100	98	99	450	460	462	11	6	6	41	38	36	48	55	57	NA	1	1
Asian/Pacific Islander	--	143	2098	--	99	99	--	492	500	--	1	2	--	22	16	--	72	75	--	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	35	2995	36213	100	98	99	463	487	489	3	2	2	37	24	22	60	72	72	NA	3	3
Students with Disabilities	NC	651	10526	NC	89	94	NC	428	427	NC	13	15	NC	53	53	NC	32	31	NC	2	1
Students without Disabilities	88	5077	69846	100	99	100	456	481	482	7	2	3	40	28	26	53	68	69	NA	2	2
Limited English Proficient Students	14	637	12747	100	96	97	392	421	432	29	16	12	57	52	52	14	32	36	NA	NA	0
Migrant Students	NC	37	621	NC	100	97	NC	450	452	NC	14	9	NC	38	40	NC	49	51	NC	NA	0
Economically Disadvantaged	71	2941	38521	100	97	98	447	462	461	10	5	6	42	38	38	48	56	55	NA	1	1
Non-Economically Disadvantaged	24	2787	41851	100	99	100	466	491	489	4	1	3	33	23	22	63	73	72	NA	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	5603	79306	100	98	99	514	518	504	7	9	13	11	15	20	64	50	49	19	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2724	38845	100	98	99	519	518	505	6	8	11	4	16	20	68	51	50	21	26	18
Male	55	2879	40383	100	97	98	509	517	504	7	10	14	16	14	19	60	50	47	16	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	56	2000	32673	100	98	99	499	496	487	11	14	18	14	22	25	68	52	46	7	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	39	2974	36234	100	98	99	538	535	523	3	4	6	5	9	13	54	49	52	38	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	95	4981	69020	100	99	100	517	523	510	5	6	9	9	14	18	65	52	52	20	28	21
Limited English Proficient Students	20	601	10291	100	95	96	467	462	458	25	34	38	30	33	34	45	31	26	NA	3	2
Migrant Students	NC	33	630	NC	100	95	NC	486	478	NC	27	24	NC	18	27	NC	48	43	NC	6	6
Economically Disadvantaged	72	2874	37437	100	97	97	507	499	486	8	13	19	13	21	26	68	51	46	11	14	9
Non-Economically Disadvantaged	30	2729	41869	100	98	100	530	538	521	3	4	7	7	9	14	53	49	51	37	39	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	100	5547	79000	98	97	98	491	496	489	6	7	10	22	20	24	68	62	58	4	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2710	38774	98	98	99	497	501	494	NA	5	7	17	19	22	78	63	61	4	12	10
Male	54	2837	40150	98	96	98	486	492	485	11	9	12	26	21	25	59	61	55	4	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	55	1963	32508	98	96	98	477	476	472	9	12	15	27	31	33	62	53	49	2	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	38	2962	36135	97	97	98	515	513	508	3	3	4	11	12	14	79	69	67	8	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	95	4978	69009	100	99	100	493	500	495	5	5	6	20	19	22	71	65	62	4	12	10
Limited English Proficient Students	19	573	10199	95	91	95	440	441	439	26	33	35	53	46	47	21	20	18	NA	1	0
Migrant Students	NC	33	629	NC	100	95	NC	456	457	NC	24	22	NC	42	41	NC	33	37	NC	NA	1
Economically Disadvantaged	70	2829	37234	97	96	97	483	478	472	7	11	15	27	29	33	64	55	50	1	4	3
Non-Economically Disadvantaged	30	2718	41766	100	98	99	509	515	505	3	2	5	10	11	16	77	69	65	10	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	5609	79611	100	98	99	471	490	496	14	7	7	44	43	37	42	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2732	39016	100	98	99	485	505	511	9	4	4	36	34	29	55	61	66	NA	1	1
Male	55	2877	40519	100	97	98	459	476	482	18	9	10	51	51	44	31	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	56	2001	32855	100	98	99	449	470	481	20	11	10	52	51	43	29	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	39	2984	36380	100	98	99	497	504	511	8	4	4	31	36	30	62	59	65	NA	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	95	4970	68947	100	99	100	475	496	504	12	5	4	44	41	34	44	54	61	NA	0	1
Limited English Proficient Students	20	599	10362	100	95	97	372	415	438	50	30	22	40	56	57	10	14	21	NA	0	NA
Migrant Students	NC	32	636	NC	97	96	NC	439	467	NC	25	14	NC	56	47	NC	19	38	NC	NA	0
Economically Disadvantaged	72	2874	37626	100	97	98	460	472	479	17	10	10	46	51	45	38	38	45	NA	1	0
Non-Economically Disadvantaged	30	2735	41985	100	99	100	497	508	511	7	3	4	40	34	30	53	63	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	95	5505	79327	100	98	98	525	531	518	12	12	19	17	16	20	49	50	46	22	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2626	38961	100	98	98	526	532	520	4	11	16	27	17	20	49	51	48	20	21	16
Male	46	2875	40295	100	98	97	524	531	516	20	13	21	7	16	19	50	48	44	24	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	43	1926	32327	100	98	98	500	510	499	14	18	27	23	23	25	56	49	41	7	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	--	240	4391	--	95	96	--	502	489	--	25	32	--	23	27	--	44	36	--	8	4
White	46	2984	36373	100	99	98	554	549	538	9	7	10	7	11	14	46	51	52	39	31	25
Students with Disabilities	NC	587	9321	NC	89	87	NC	473	467	NC	44	54	NC	23	22	NC	27	21	NC	5	3
Students without Disabilities	86	4918	70006	100	99	100	534	537	524	5	8	14	16	15	19	55	53	49	24	24	18
Limited English Proficient Students	13	525	9431	100	95	95	466	475	466	31	40	53	46	30	27	23	29	18	NA	1	1
Migrant Students	NC	37	635	NC	90	94	NC	490	488	NC	30	31	NC	24	29	NC	43	36	NC	3	4
Economically Disadvantaged	66	2687	37097	100	97	97	507	511	498	15	18	27	21	21	25	55	49	41	9	11	7
Non-Economically Disadvantaged	29	2818	42230	100	99	99	567	550	535	3	6	11	7	11	15	38	50	50	52	32	24

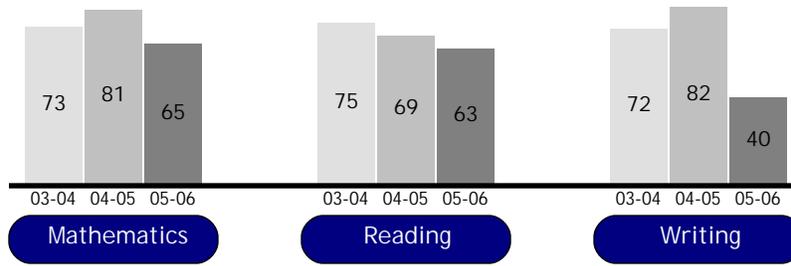
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	5447	79501	99	97	98	500	506	497	6	6	10	18	20	25	73	68	60	2	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	2606	39062	98	98	99	506	510	502	NA	5	8	17	19	23	83	70	64	NA	6	5
Male	46	2837	40368	100	97	98	494	503	491	13	8	13	20	22	27	63	66	57	4	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	42	1887	32389	98	96	98	488	488	478	7	10	16	24	31	34	69	58	48	NA	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	--	234	4401	--	93	96	--	482	473	--	11	17	--	36	40	--	50	43	--	2	1
White	46	2973	36446	100	98	99	514	521	516	4	4	4	11	12	15	80	76	73	4	8	7
Students with Disabilities	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	86	4915	70090	100	99	100	506	510	502	1	4	7	17	19	24	79	72	65	2	6	5
Limited English Proficient Students	12	496	9401	92	90	94	462	450	443	8	28	40	58	51	46	33	20	14	NA	1	0
Migrant Students	NC	35	642	NC	85	95	NC	475	465	NC	11	24	NC	43	41	NC	43	35	NC	3	0
Economically Disadvantaged	65	2646	37183	98	96	97	488	489	479	8	10	16	26	29	34	66	59	49	NA	2	1
Non-Economically Disadvantaged	29	2801	42318	100	98	99	527	522	513	3	3	5	NA	12	17	90	76	70	7	9	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	94	5492	80000	99	98	99	543	565	564	4	3	3	18	10	11	72	77	75	5	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2626	39288	100	98	99	559	580	579	4	2	2	4	5	6	86	78	77	6	15	16
Male	45	2862	40644	98	97	98	526	552	549	4	4	4	33	14	15	58	76	74	4	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	42	1917	32672	98	97	99	535	548	548	5	4	4	19	13	14	74	77	76	2	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	--	240	4424	--	95	97	--	546	549	--	4	3	--	15	14	--	77	77	--	5	5
White	46	2977	36602	100	98	99	560	578	579	2	2	2	13	8	7	76	77	75	9	14	16
Students with Disabilities	NC	585	9919	NC	88	93	NC	497	505	NC	11	9	NC	34	35	NC	51	54	NC	5	2
Students without Disabilities	85	4907	70081	99	99	100	554	572	571	2	2	2	14	7	7	78	80	79	6	11	12
Limited English Proficient Students	13	517	9571	100	93	96	480	490	502	15	14	10	23	29	29	62	56	60	NA	2	1
Migrant Students	NC	37	654	NC	90	97	NC	529	534	NC	8	7	NC	14	16	NC	78	74	NC	NA	3
Economically Disadvantaged	65	2675	37534	98	97	98	531	547	547	6	4	4	22	14	15	69	77	76	3	5	5
Non-Economically Disadvantaged	29	2817	42466	100	99	100	571	582	578	NA	1	2	10	7	7	79	77	75	10	15	16

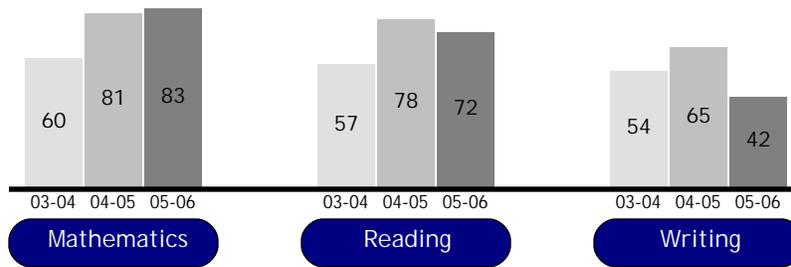
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	74	NA	58	98	40	50	47	95	44	50	46
	Language	99	60	53	50	98	42	49	47	95	52	50	48
	Mathematics	99	78	71	64	99	40	54	50	97	46	56	52
3	Reading	93	53	NA	55	100	45	50	44	93	41	52	46
	Language	96	59	63	61	100	43	49	44	100	35	48	46
	Mathematics	98	66	66	61	100	57	55	51	100	44	56	52
4	Reading	95	57	NA	56	99	45	52	48	97	50	58	52
	Language	100	49	55	52	99	44	52	49	100	48	58	52
	Mathematics	100	64	68	61	99	56	59	53	100	58	67	58
5	Reading	98	57	NA	55	98	56	55	50	98	58	61	56
	Language	100	57	55	49	98	58	55	50	100	54	59	54
	Mathematics	100	70	71	63	98	54	54	49	100	52	59	52
6	Reading	100	47	NA	56	100	52	58	51	99	59	63	56
	Language	100	39	55	48	100	51	54	47	100	52	58	50
	Mathematics	100	60	76	66	100	59	62	52	100	67	68	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/

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

School Site Council

Council Composition

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

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Promote Parent Involvement
- Ü Proactive Awareness of Issues
- Ü Tax Donation Mini-grant Program

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	6.00	Teacher Aide	21.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	8	1	0	0
7 to 9 years	1	3	0	0
10 or more years	8	22	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Physical Education building
- Ü Media Center

Extracurricular Activities

- Ü Band, Orchestra, and Chorus
- Ü Boeing Math Academy
- Ü Television Broadcast Club
- Ü Student Council
- Ü Student Council
- Ü After School Sports

Social Services

- Ü Parent Involvement Classes
- Ü Breakfast and Hot Lunch Program
- Ü Counseling Services
- Ü Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Ninety-fourpercent of Edison parents graded our school with an 'A' or a 'B' on the district's customer satisfaction survey.

- ü Ninety-two percent of Edison students who were surveyed graded our school with an 'A' or a 'B' on the district's customer satisfaction survey.

- ü Edison Elementary School has achieved an incentive for academic performance each year the incentive has been offered.

- ü Edison Elementary School has been labeled a Performing Plus school. This is a higher ranking than last year.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	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

Edison Elementary School has a schoolwide discipline plan that provides students logical consequences for their behavior. Edison also has several awards to recognize students who show outstanding student traits. This includes monthly recognition.

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	Howard A. Paley	(480) 472-5300
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Jaime Clemens	(480) 472-5300
School Nutrition Programs	Linda Smith	(480) 472-5346
Parent Organization	Marni Jo Larson	(480) 472-5300
Student Health/Nurse	Patricia Sunderland	(480) 472-5283

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

5 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.

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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.