



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1431 E. Campbell, Phoenix, AZ 85014

Madison Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Richard K. Ramos
Schedule : 07:10 AM to 04:00 PM
Grades : 4-8
Web Address : www.msd38.org
Phone Number : (602) 664-7500
Fax Number : (602) 664-7599
E-mail : rramos@msd38.org

Mission

At Madison Park School, we foster an environment of excellence, nurture self-confidence, and promote pride in our school and community. Our educational focus is to meet the needs of our diverse population by maximizing the potential of each student.

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 / Academic Goals

- At Madison Park School, we continue to work toward increasing student achievement in reading, language, and mathematics on the district benchmark tests and the AIMS-DPA.
We are working with the students and parents to increase student attendance at Madison Park School.
We are working toward increasing parent and community involvement by scheduling school programs and events when community members will have the opportunity to attend such as nights and weekends.
We work to foster a school environment that is exemplary in customer service. With our cultural diversity at Madison Park school, we also celebrate the various cultures by honoring each during family nights designated throughout the year.

Enrollment

October 1, 2005 School Year Student Enrollment : 751
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 80

Instructional Programs

- Ü Literacy
- Ü TERC Investigations
- Ü Connected Math Project
- Ü Special Education/Resource
- Ü AEP/Highly Gifted District Magnet-REACH
- Ü ELL Services
- Ü Technology Lab/Robotic Engineering
- Ü PE/Sports/Fitness

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/21/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

We will provide a safe/healthy learning environment; a highly dedicated and well-trained teaching staff; a rich curriculum with high academic standards and extra-curricular activities; a positive climate which fosters student self-esteem.

Parents

Parents are partners in the teaching and learning experience. It is our expectation that parents will be supportive of the school's academic and extra-curricular activities. We will work with parents so they understand and support the guidelines and procedures.

Transportation Policy

We provide bus transportation for students as a convenience to both parents and students. The bus drivers have the authority to enforce the bus codes of conduct. Drivers will drop-off students at the regularly assigned bus stops only.

School Honors

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

Award/Honor	Year
Ü Walmart Teacher of the Year	2004
Ü Who's Who Among American Teachers	2004
Ü Milken Family Foundation TAP School	2001
Ü ASU Professional Development School Satellite Campus	2000

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	151	569	80147	100	99	99	490	497	482	12	7	11	11	12	17	46	49	49	31	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	277	39281	99	99	99	489	497	483	9	5	9	9	12	17	60	52	50	23	31	24
Male	81	291	40780	100	99	98	492	498	482	15	8	12	12	11	17	35	46	48	38	35	24
African American	NC	35	4249	NC	100	99	NC	478	464	NC	9	17	NC	17	22	NC	54	48	NC	20	13
Hispanic	87	168	33494	100	99	99	476	478	466	16	13	15	15	17	23	51	51	49	18	19	14
Asian/Pacific Islander	NC	10	2103	NC	100	99	NC	NA	515	NC	NA	4	NC	NA	8	NC	NA	44	NC	NA	45
American Indian/Alaskan Native	17	36	4117	100	100	96	482	479	456	6	6	19	12	14	27	59	61	46	24	19	8
White	36	319	36122	97	98	99	526	511	501	6	3	5	3	8	10	28	45	50	64	43	35
Students with Disabilities	18	67	10295	100	93	92	428	440	443	56	27	33	11	30	26	33	43	33	NA	NA	8
Students without Disabilities	133	502	69852	100	100	100	499	504	488	6	4	7	11	9	16	48	49	51	35	38	26
Limited English Proficient Students	44	67	12722	98	97	97	468	466	441	23	19	27	18	22	33	43	42	37	16	16	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	NC	38371	NC	NC	97	NC	NC	465	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	13
Non-Economically Disadvantaged	147	563	41776	100	99	100	490	498	498	12	7	6	11	12	11	46	48	49	31	33	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	146	559	79686	97	97	98	465	482	470	14	7	11	27	20	24	53	60	57	5	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	272	39163	97	97	99	466	486	475	9	5	9	32	20	22	55	60	60	4	15	10
Male	77	286	40438	97	97	97	464	479	465	19	9	13	22	19	25	52	59	54	6	12	7
African American	NC	34	4228	NC	100	98	NC	466	458	NC	12	15	NC	26	28	NC	53	53	NC	9	4
Hispanic	83	163	33299	95	96	98	450	457	452	22	16	17	30	28	32	47	53	47	1	3	3
Asian/Pacific Islander	NC	10	2097	NC	100	99	NC	NA	490	NC	NA	5	NC	NA	13	NC	NA	68	NC	NA	14
American Indian/Alaskan Native	17	36	4087	100	100	96	455	459	446	12	8	16	29	28	38	59	61	44	NA	3	2
White	35	315	35914	95	97	98	500	500	489	3	2	5	14	14	15	69	64	67	14	20	14
Students with Disabilities	13	57	9808	72	79	87	419	430	432	46	19	35	38	51	32	15	30	30	NA	NA	3
Students without Disabilities	133	502	69878	100	100	100	470	487	475	11	6	8	26	16	23	57	63	61	6	15	9
Limited English Proficient Students	40	62	12594	89	90	96	444	440	422	28	26	34	30	32	45	43	42	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	NC	38095	NC	NC	97	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	142	553	41591	97	97	99	466	482	486	15	7	6	26	20	16	54	60	65	6	14	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	151	571	80372	100	99	99	470	485	475	5	3	4	34	27	30	56	66	64	5	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	279	39452	99	100	99	484	499	488	1	1	3	33	20	22	61	73	72	4	6	3
Male	81	291	40836	100	99	98	458	472	464	9	4	6	35	34	37	52	58	56	5	4	1
African American	NC	35	4264	NC	100	99	NC	472	465	NC	NA	5	NC	40	35	NC	57	59	NC	3	1
Hispanic	87	170	33608	100	100	99	454	463	462	8	6	6	40	38	36	52	55	57	NA	1	1
Asian/Pacific Islander	NC	10	2098	NC	100	99	NC	NA	500	NC	NA	2	NC	NA	16	NC	NA	75	NC	NA	7
American Indian/Alaskan Native	17	36	4128	100	100	97	475	478	464	NA	NA	4	29	28	39	71	72	56	NA	NA	1
White	36	319	36213	97	98	99	499	499	489	3	1	2	25	21	22	58	71	72	14	7	3
Students with Disabilities	18	68	10526	100	94	94	394	415	427	17	12	15	72	66	53	11	19	31	NA	3	1
Students without Disabilities	133	503	69846	100	100	100	480	494	482	4	1	3	29	22	26	62	72	69	5	5	2
Limited English Proficient Students	44	68	12747	98	99	97	447	446	432	11	9	12	45	49	52	43	41	36	NA	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	NC	38521	NC	NC	98	NC	NC	461	NC	NC	6	NC	NC	38	NC	NC	55	NC	NC	1
Non-Economically Disadvantaged	147	565	41851	100	99	100	470	486	489	5	3	3	33	27	22	56	66	72	5	5	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	147	532	79306	99	96	99	491	520	504	20	10	13	22	13	20	47	47	49	10	30	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	260	38845	97	97	99	488	520	505	21	10	11	19	10	20	51	51	50	9	29	18
Male	76	271	40383	99	94	98	493	519	504	20	10	14	26	16	19	42	43	47	12	31	19
African American	NC	37	4171	NC	97	98	NC	509	485	NC	8	20	NC	19	26	NC	49	44	NC	24	10
Hispanic	77	176	32673	97	95	99	485	497	487	23	16	18	23	19	25	45	49	46	8	15	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	18	29	4034	95	91	97	482	490	479	22	17	22	22	21	29	56	55	43	NA	7	7
White	42	285	36234	98	96	99	508	538	523	14	5	6	21	8	13	43	45	52	21	42	28
Students with Disabilities	15	44	10286	83	68	91	445	468	462	40	34	41	60	41	27	NA	11	27	NA	14	5
Students without Disabilities	132	488	69020	100	100	100	496	524	510	18	8	9	18	11	18	52	50	52	11	31	21
Limited English Proficient Students	28	52	10291	93	90	96	479	476	458	32	27	38	18	27	34	39	38	26	11	8	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	99	37437	NC	87	97	NC	496	486	NC	12	19	NC	21	26	NC	53	46	NC	14	9
Non-Economically Disadvantaged	143	433	41869	99	98	100	491	525	521	21	9	7	23	11	14	45	46	51	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	147	528	79000	99	95	98	470	500	489	18	7	10	30	19	24	50	63	58	3	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	257	38774	97	96	99	475	505	494	9	3	7	40	19	22	49	66	61	3	12	10
Male	76	270	40150	99	94	98	465	494	485	26	10	12	21	19	25	51	61	55	1	10	8
African American	NC	37	4153	NC	97	98	NC	494	476	NC	3	13	NC	24	30	NC	65	53	NC	8	4
Hispanic	77	173	32508	97	94	98	457	477	472	27	14	15	32	28	33	40	54	49	NA	3	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	18	28	4016	95	88	96	468	474	467	11	11	14	33	29	37	56	57	46	NA	4	2
White	42	285	36135	98	96	98	494	516	508	5	2	4	24	12	14	64	69	67	7	17	15
Students with Disabilities	15	39	9991	83	60	88	415	451	449	73	31	33	27	36	36	NA	28	29	NA	5	2
Students without Disabilities	132	489	69009	100	100	100	477	503	495	11	5	6	30	17	22	55	66	62	3	12	10
Limited English Proficient Students	28	51	10199	93	88	95	453	455	439	21	16	35	46	55	47	32	27	18	NA	2	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	97	37234	NC	85	97	NC	484	472	NC	7	15	NC	30	33	NC	58	50	NC	5	3
Non-Economically Disadvantaged	143	431	41766	99	98	99	470	503	505	18	6	5	30	16	16	49	65	65	3	13	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	150	554	79611	100	100	99	470	503	496	11	5	7	54	38	37	35	54	56	NA	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	265	39016	97	99	99	481	519	511	7	3	4	50	30	29	43	64	66	NA	4	1
Male	79	288	40519	100	100	98	458	487	482	14	8	10	58	45	44	28	45	46	NA	1	0
African American	NC	38	4188	NC	100	98	NC	504	486	NC	5	9	NC	32	40	NC	63	50	NC	NA	0
Hispanic	79	185	32855	100	100	99	451	477	481	18	10	10	54	49	43	28	40	47	NA	1	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	19	32	3992	100	100	96	486	480	478	5	9	10	58	44	46	37	47	44	NA	NA	0
White	42	294	36380	98	99	99	497	520	511	NA	2	4	55	31	30	45	63	65	NA	4	1
Students with Disabilities	19	64	10664	100	98	94	413	434	440	32	25	23	68	61	54	NA	11	22	NA	3	1
Students without Disabilities	131	490	68947	100	100	100	478	511	504	8	3	4	52	35	34	40	60	61	NA	2	1
Limited English Proficient Students	29	54	10362	97	93	97	455	459	438	14	11	22	55	59	57	31	30	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	108	37626	NC	95	98	NC	482	479	NC	6	10	NC	49	45	NC	44	45	NC	1	0
Non-Economically Disadvantaged	147	446	41985	100	100	100	469	508	511	11	5	4	54	35	30	35	57	65	NA	3	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	135	555	79327	94	95	98	514	535	518	17	10	19	30	16	20	35	50	46	19	23	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	273	38961	90	94	98	511	538	520	14	8	16	35	18	20	40	49	48	11	25	16
Male	72	282	40295	97	96	97	516	532	516	19	12	21	25	15	19	31	51	44	25	22	16
African American	NC	32	4247	NC	97	98	NC	516	499	NC	13	27	NC	13	24	NC	69	41	NC	6	8
Hispanic	75	162	32327	94	95	98	503	514	499	23	21	27	31	20	25	33	43	41	13	16	8
Asian/Pacific Islander	NC	10	1939	NC	91	99	NC	NA	556	NC	NA	6	NC	NA	10	NC	NA	47	NC	NA	36
American Indian/Alaskan Native	17	39	4391	89	95	96	493	503	489	18	18	32	47	33	27	35	44	36	NA	5	4
White	34	312	36373	89	95	98	546	551	538	6	4	10	21	13	14	35	53	52	38	31	25
Students with Disabilities	NC	38	9321	NC	54	87	NC	507	467	NC	21	54	NC	29	22	NC	39	21	NC	11	3
Students without Disabilities	126	517	70006	100	100	100	515	537	524	16	9	14	29	15	19	36	51	49	19	24	18
Limited English Proficient Students	32	59	9431	73	81	95	493	491	466	28	29	53	34	29	27	25	34	18	13	8	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	122	37097	NC	95	97	NC	514	498	NC	16	27	NC	17	25	NC	56	41	NC	11	7
Non-Economically Disadvantaged	133	433	42230	94	95	99	513	541	535	17	9	11	30	16	15	35	49	50	18	27	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	140	555	79501	97	95	98	487	509	497	13	6	10	33	18	25	51	69	60	3	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	275	39062	94	95	99	492	515	502	6	4	8	35	17	23	59	70	64	NA	9	5
Male	74	280	40368	100	96	98	482	504	491	19	8	13	31	20	27	45	68	57	5	4	3
African American	NC	32	4279	NC	97	99	NC	499	485	NC	13	14	NC	13	30	NC	75	54	NC	NA	2
Hispanic	77	164	32389	96	96	98	474	485	478	16	14	16	39	31	34	45	54	48	NA	1	1
Asian/Pacific Islander	NC	10	1936	NC	91	99	NC	NA	519	NC	NA	3	NC	NA	14	NC	NA	73	NC	NA	9
American Indian/Alaskan Native	19	41	4401	100	100	96	471	483	473	11	10	17	53	41	40	37	46	43	NA	2	1
White	35	308	36446	92	94	99	521	527	516	6	1	4	14	9	15	69	80	73	11	10	7
Students with Disabilities	14	38	9411	70	54	88	449	485	453	50	21	36	21	18	36	29	55	26	NA	5	1
Students without Disabilities	126	517	70090	100	100	100	491	511	502	9	5	7	34	18	24	54	70	65	3	6	5
Limited English Proficient Students	35	61	9401	80	84	94	461	465	443	23	25	40	46	36	46	31	39	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	122	37183	NC	95	97	NC	492	479	NC	11	16	NC	23	34	NC	65	49	NC	2	1
Non-Economically Disadvantaged	138	433	42318	97	95	99	487	514	513	12	5	5	33	17	17	51	70	70	3	8	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	146	585	80000	100	100	99	552	572	564	3	2	3	16	10	11	72	71	75	9	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	292	39288	100	100	99	564	587	579	3	2	2	10	4	6	77	70	77	10	24	16
Male	76	293	40644	100	100	98	541	558	549	3	2	4	22	15	15	67	72	74	8	11	7
African American	NC	36	4307	NC	100	99	NC	559	551	NC	3	4	NC	17	13	NC	69	75	NC	11	7
Hispanic	80	172	32672	100	100	99	547	551	548	1	4	4	20	16	14	74	70	76	5	9	6
Asian/Pacific Islander	NC	11	1945	NC	100	99	NC	581	592	NC	NA	1	NC	NA	4	NC	91	69	NC	9	25
American Indian/Alaskan Native	19	41	4424	100	100	97	536	550	549	NA	NA	3	21	12	14	79	85	77	NA	2	5
White	38	325	36602	100	99	99	571	588	579	5	2	2	8	6	7	66	69	75	21	24	16
Students with Disabilities	20	68	9919	100	97	93	493	519	505	10	7	9	45	31	35	45	59	54	NA	3	2
Students without Disabilities	126	517	70081	100	100	100	561	579	571	2	2	2	12	7	7	76	73	79	10	19	12
Limited English Proficient Students	37	66	9571	84	90	96	530	528	502	3	6	10	27	24	29	70	67	60	NA	3	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	128	37534	NC	99	98	NC	559	547	NC	2	4	NC	11	15	NC	77	76	NC	10	5
Non-Economically Disadvantaged	144	457	42466	100	100	100	552	576	578	3	2	2	16	9	7	73	69	75	8	19	16

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

7th 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	118	493	78546	91	89	97	521	554	543	30	12	15	15	13	18	47	56	52	8	20	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	238	38645	92	93	98	517	553	545	25	9	13	20	14	18	51	60	54	3	17	15
Male	57	253	39792	88	86	97	528	556	542	32	13	17	11	11	17	44	53	50	14	22	15
African American	NC	38	4205	NC	100	97	NC	529	524	NC	13	22	NC	24	22	NC	53	49	NC	11	7
Hispanic	67	150	31177	93	93	97	509	527	524	37	26	22	15	17	23	43	47	48	4	11	7
Asian/Pacific Islander	NC	15	1940	NC	94	99	NC	588	580	NC	NA	5	NC	7	9	NC	47	53	NC	47	33
American Indian/Alaskan Native	17	33	4689	77	75	95	523	533	515	29	18	28	24	15	25	29	58	43	18	9	4
White	19	256	36450	90	88	97	558	575	563	5	3	7	11	9	12	68	63	57	16	26	23
Students with Disabilities	NC	21	8093	NC	26	82	NC	495	489	NC	43	50	NC	10	24	NC	48	23	NC	NA	2
Students without Disabilities	116	472	70453	100	100	100	521	556	549	29	10	11	16	13	17	47	56	56	9	21	16
Limited English Proficient Students	21	41	9323	81	82	94	484	492	491	67	56	47	10	15	28	24	29	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	NC	86	34694	NC	77	96	NC	541	524	NC	15	23	NC	17	23	NC	52	48	NC	15	7
Non-Economically Disadvantaged	115	407	43852	91	93	99	522	557	559	29	11	10	16	12	13	47	57	56	9	21	22

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	119	532	79045	92	97	98	490	521	512	16	8	10	34	21	25	50	62	58	1	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	249	38860	92	97	98	489	528	519	14	5	7	31	18	22	56	66	62	NA	11	8
Male	58	281	40075	89	95	97	494	515	505	16	10	12	38	25	28	45	58	54	2	7	6
African American	NC	40	4250	NC	100	98	NC	512	500	NC	5	12	NC	25	31	NC	65	54	NC	5	3
Hispanic	67	157	31314	93	97	98	480	495	493	22	17	16	36	31	34	42	50	48	NA	3	2
Asian/Pacific Islander	NC	15	1949	NC	94	99	NC	546	536	NC	NA	4	NC	NA	15	NC	87	66	NC	13	15
American Indian/Alaskan Native	17	36	4719	77	82	96	488	505	489	12	8	15	47	31	39	41	61	45	NA	NA	2
White	20	283	36730	95	97	98	521	537	532	NA	4	4	25	16	16	70	66	68	5	14	12
Students with Disabilities	NC	60	8552	NC	75	87	NC	469	463	NC	28	35	NC	40	40	NC	32	23	NC	NA	1
Students without Disabilities	116	472	70493	100	100	100	490	527	517	16	6	7	34	19	24	49	65	62	1	10	8
Limited English Proficient Students	21	44	9355	81	88	95	449	463	456	48	41	37	43	39	48	10	20	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	NC	101	34922	NC	91	96	NC	510	493	NC	12	15	NC	28	34	NC	53	48	NC	7	3
Non-Economically Disadvantaged	116	431	44123	92	98	99	491	523	527	15	7	6	34	20	18	50	64	66	1	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	554	79657	100	100	99	545	568	566	5	3	3	15	9	8	78	85	87	2	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	257	39120	100	100	99	562	585	580	3	2	2	8	4	4	88	91	92	2	4	2
Male	64	294	40423	98	100	98	531	555	553	8	5	5	19	13	12	72	80	83	2	2	1
African American	NC	42	4290	NC	100	99	NC	571	560	NC	NA	4	NC	12	9	NC	83	86	NC	5	1
Hispanic	71	161	31642	99	99	99	538	549	552	7	6	5	17	12	11	76	81	84	NA	NA	0
Asian/Pacific Islander	NC	16	1948	NC	100	99	NC	593	589	NC	NA	1	NC	6	3	NC	88	91	NC	6	4
American Indian/Alaskan Native	22	44	4760	100	100	97	527	534	547	9	9	5	14	14	14	77	77	81	NA	NA	0
White	21	289	36929	100	99	99	575	583	579	NA	1	2	5	6	5	90	88	91	5	4	2
Students with Disabilities	14	81	9069	100	100	92	469	490	508	14	12	11	50	33	30	36	54	58	NA	NA	1
Students without Disabilities	116	473	70588	100	100	100	554	581	573	4	2	2	10	5	5	84	90	91	2	3	1
Limited English Proficient Students	26	49	9521	100	98	96	523	508	507	NA	12	13	38	29	24	62	59	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	NC	108	35341	NC	97	97	NC	546	551	NC	6	5	NC	17	12	NC	75	83	NC	2	0
Non-Economically Disadvantaged	127	446	44316	100	100	100	545	574	578	6	3	2	14	7	5	80	87	90	1	3	2

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	152	550	78400	96	95	97	541	569	554	25	15	21	25	15	19	43	53	47	7	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	279	38686	95	97	98	534	562	554	27	16	20	31	20	20	37	50	49	5	13	12
Male	71	270	39636	96	92	96	549	577	554	23	14	23	18	9	18	51	56	46	8	22	13
African American	11	30	4193	100	91	97	559	544	533	9	20	32	27	23	23	55	50	40	9	7	5
Hispanic	79	161	30732	94	94	97	534	543	534	25	26	31	30	23	24	42	42	40	3	9	5
Asian/Pacific Islander	NC	13	1827	NC	100	99	NC	601	594	NC	NA	8	NC	15	12	NC	62	49	NC	23	31
American Indian/Alaskan Native	19	37	4536	90	95	95	530	538	528	32	24	35	32	27	25	32	43	37	5	5	4
White	40	309	37038	100	95	97	555	588	575	28	8	11	10	8	14	48	60	56	15	24	19
Students with Disabilities	15	37	7840	65	51	81	497	520	498	67	46	60	20	16	18	13	35	20	NA	3	2
Students without Disabilities	137	513	70560	100	100	99	546	572	560	20	13	17	26	14	19	47	54	50	7	19	14
Limited English Proficient Students	27	55	8956	90	95	95	524	511	502	22	40	56	41	31	25	37	29	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	88	33014	NC	93	95	NC	544	534	NC	25	31	NC	19	24	NC	49	40	NC	7	5
Non-Economically Disadvantaged	150	462	45386	96	95	99	542	574	569	24	13	15	25	14	15	44	53	52	7	20	18

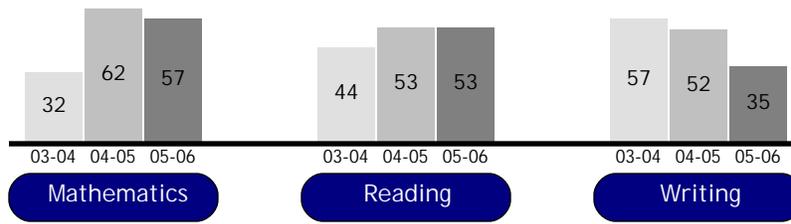
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	161	568	79179	100	98	98	497	530	519	14	8	11	41	21	27	45	65	58	NA	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	86	285	38974	100	99	99	500	531	524	10	6	8	44	22	25	45	65	61	NA	7	5
Male	75	282	40124	100	96	97	494	530	513	17	9	13	37	20	28	45	65	54	NA	6	4
African American	11	31	4243	100	94	98	520	516	506	18	13	14	9	19	32	73	68	51	NA	NA	3
Hispanic	84	169	30987	100	98	98	490	498	498	17	17	17	46	36	36	37	45	45	NA	2	1
Asian/Pacific Islander	NC	13	1832	NC	100	99	NC	549	543	NC	NA	4	NC	23	17	NC	69	69	NC	8	10
American Indian/Alaskan Native	21	39	4573	100	100	96	483	497	494	19	13	16	48	46	41	33	41	42	NA	NA	1
White	42	316	37467	100	97	98	516	553	539	5	2	5	31	9	17	64	78	70	NA	11	8
Students with Disabilities	24	55	8567	100	76	88	452	482	467	54	35	39	38	25	38	8	38	22	NA	2	1
Students without Disabilities	137	513	70612	100	100	99	505	535	524	7	5	7	42	20	25	52	68	62	NA	7	5
Limited English Proficient Students	30	58	9013	100	100	95	480	470	461	20	33	40	57	48	48	23	19	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	87	33345	NC	92	96	NC	504	499	NC	17	17	NC	28	36	NC	55	46	NC	NA	1
Non-Economically Disadvantaged	159	481	45834	100	99	99	498	535	533	13	6	7	42	20	19	46	67	67	NA	8	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	161	585	79734	100	100	99	545	564	554	NA	2	3	24	14	19	76	84	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	86	291	39243	100	100	99	556	574	568	NA	1	2	17	9	12	83	89	85	NA	0	1
Male	75	293	40413	100	100	98	533	553	541	NA	3	4	32	18	26	68	78	70	NA	NA	0
African American	11	33	4285	100	100	99	564	550	548	NA	3	3	18	21	22	82	73	74	NA	3	0
Hispanic	84	172	31254	100	100	99	538	535	539	NA	6	5	32	25	25	68	69	70	NA	NA	0
Asian/Pacific Islander	NC	13	1837	NC	100	99	NC	595	579	NC	NA	1	NC	NA	9	NC	100	87	NC	NA	2
American Indian/Alaskan Native	21	39	4613	100	100	97	539	552	535	NA	NA	4	24	18	29	76	82	67	NA	NA	0
White	42	328	37668	100	100	99	558	580	569	NA	0	1	12	8	13	88	92	85	NA	NA	1
Students with Disabilities	24	72	8943	100	100	92	511	513	495	NA	4	11	54	46	51	46	50	38	NA	NA	1
Students without Disabilities	137	513	70791	100	100	100	551	570	561	NA	2	2	19	10	15	81	88	83	NA	0	0
Limited English Proficient Students	30	58	9138	100	100	97	521	495	492	NA	17	13	57	41	46	43	41	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	95	33718	NC	100	97	NC	534	538	NC	11	5	NC	14	26	NC	76	69	NC	NA	0
Non-Economically Disadvantaged	159	490	46016	100	100	100	546	569	567	NA	1	2	24	14	14	76	85	84	NA	0	1

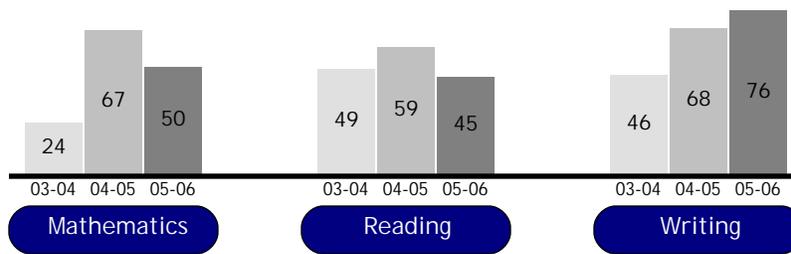
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	91	51	NA	56	100	45	54	48	97	48	61	52
	Language	100	48	62	52	100	45	55	49	100	48	61	52
	Mathematics	100	60	76	61	100	53	61	53	100	58	67	58
5	Reading	97	40	NA	55	100	42	55	50	99	39	65	56
	Language	100	34	52	49	100	45	57	50	100	41	63	54
	Mathematics	100	56	69	63	100	47	57	49	99	44	65	52
6	Reading	96	44	NA	56	98	40	54	51	97	46	65	56
	Language	99	40	57	48	98	35	49	47	100	35	58	50
	Mathematics	99	60	75	66	97	44	54	52	93	50	67	58
7	Reading	93	59	NA	54	100	42	57	50	93	37	61	54
	Language	100	64	73	58	100	40	57	52	100	35	61	58
	Mathematics	100	67	74	62	100	50	58	50	92	43	63	54
8	Reading	100	51	NA	55	100	48	57	51	100	44	63	58
	Language	99	47	68	52	100	47	57	50	100	44	59	56
	Mathematics	100	61	74	61	100	56	61	53	96	50	65	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

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Parent/Educator Relations
- Ü School Goals
- Ü Budget
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	54.00
Other Professional Staff	5.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	0	0	0
4 to 6 years	11	5	0	0
7 to 9 years	7	2	0	0
10 or more years	5	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü High Tech Lab
- Ü Sports Gymnasium
- Ü Library
- Ü Literacy Book Room

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Indian Education
- Ü Arizona Quest for Kids' Scholar Program
- Ü ASU Professional Development School
- Ü Video Club
- Ü Yearbook Club
- Ü Sports Program

Social Services

- Ü MAC-after school day care program
- Ü Counseling Services
- Ü Health Services
- Ü Adult Education/Literacy Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü In 2005-06, AIMS-DPA data indicated that 4 of the 5 grade levels showed more than one year's growth in Coordinate Geometry/Measurement, with 4th grade growing more than 17% in this area.

- ü During the 2005-06 school year, forty percent of our eighth grade students qualified for algebra at the high school level.

- ü Through our partnership with the City of Phoenix, the work of our School Resource Officer impacted our average daily attendance. Tardies and unexcused absences were significantly lower, resulting in an increased academic awareness by our students.

- ü After reviewing our AIMS-DPA scores, it was determined that we made Adequate Yearly Progress for the 2005-2006 school year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	95	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

We have a Student Uniform Policy that helps maintain a focus on academics and unify our student population. It provides for a safer campus. All district employees are required to wear photo identification at all times. We have a School Resource Officer (SRO) to assist in maintaining a safe/orderly campus. The SRO also teaches law-related education. Administration follows a proactive philosophy in regards to student discipline. This includes high visibility and effective communication.

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) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Richard K. Ramos	(602) 664-7500
Transportation Policy	Betty Newman	(602) 664-7700
Community Resources	Tom Clark	(602) 664-7900
School Nutrition Programs	Kristin Soulsby	(602) 664-7900
Parent Organization	Rhonda Bowman	(602) 664-7500
Student Health/Nurse	Helen Haggerty Harper	(602) 664-7500

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 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.