

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7237 W Missouri Avenue, Glendale, AZ 85303

Glendale Elementary District

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

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mr. Kenneth R. Fleming  
Schedule : 07:45 AM to 04:15 PM  
Grades : 4-8  
Web Address : [www.gesd.k12.az.us/Bici\\_North/](http://www.gesd.k12.az.us/Bici_North/)  
Phone Number : (623) 842-8290  
Fax Number : (623) 848-6133  
E-mail : [kffleming@gesd40.org](mailto:kffleming@gesd40.org)

### Mission

At Bicentennial North School, we believe that everyone is capable of learning together. Every person has something special to share. Each person's talents will be explored and challenged. It is everyone's right to be treated with dignity and respect as we prepare them for the future.

MISSION: To guide every student towards academic achievement in a safe environment to benefit our school community and world.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2005-06 Warning Year  
2004-05 N/A  
2003-04 Out of Improvement

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

### School / Academic Goals

- ü The percentage of students scoring at/above grade level in reading, writing and mathematics will increase 12% as measured by the AIMS testing instrument administered in and April 2007.
- ü The percentage of students being referred for Physical Aggression will be reduced by 30% from the previous year by May 25, 2007. This will be measured by the school database and attitudinal survey.
- ü The percentage of students will increase in academic achievement indicated by benchmark scores 4% per benchmark period.

### Enrollment

October 1, 2005 School Year Student Enrollment : 744  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 8

Instructional Programs

- ü Full Range of Special Education Services
- ü Inclusive Gifted Program
- ü Technology program
- ü Harcourt Reading Program
- ü 21st Century Grant Program
- ü Scott Foresman/ Investigations in math
- ü Glendale Recreation After School Program
- ü Academic Interventions Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/7/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

At Bicentennial North staff will: Focus on core area subjects using increased reading for success. We promote our school as a safe, excelling, learning environment. Welcoming to parents and community, actively involved in Glendale-City, Arizona and the Nation. Improve academic and social skills through shared responsibilities between parents, students and educators, collaborating for the students we serve. We will provide valuable opportunities for parent involvement throughout the school year.

Parents

All parents will be involved in school activities through conferences and helping their child understand and follow school rules and support school expectations. Create a learning environment at home and an expectation that children will be successful. Provide an opportunity to meet with educators and discuss methods of instruction. We desire that all parents take an active part in their child's education.

Transportation Policy

We provide transportation as a privilege for students who live more than a mile from our campus. We also provide special transportation for students with special needs. Students are expected to be at the assigned stop on time and with the proper attitude and behavior of good listeners and following directions. Students are expected to follow all of the bus rules for the duration of the trip regularly scheduled or for special trips.

School Honors

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

Award/Honor	Year
ü Winner of the National Poetry Contest -Student publish	2004
ü 1st place Glendale District Spelling Bee	2005
ü 2nd place winner AZ Diamondbacks Helmet design contest	2005
ü 30th year celebration of service to community	2006

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	171	1550	80147	100	100	99	460	458	482	21	21	11	20	25	17	50	43	49	9	12	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	757	39281	100	100	99	459	458	483	22	19	9	21	27	17	49	43	50	9	11	24
Male	70	792	40780	100	100	98	461	457	482	20	22	12	19	23	17	53	43	48	9	12	24
African American	16	143	4249	100	100	99	450	448	464	25	26	17	13	24	22	56	43	48	6	8	13
Hispanic	131	1083	33494	100	100	99	456	454	466	23	23	15	21	26	23	48	41	49	8	10	14
Asian/Pacific Islander	--	37	2103	--	97	99	--	488	515	--	14	4	--	11	8	--	46	44	--	30	45
American Indian/Alaskan Native	NC	35	4117	NC	97	96	NC	466	456	NC	9	19	NC	23	27	NC	60	46	NC	9	8
White	17	251	36122	100	100	99	497	473	501	6	13	5	18	22	10	53	46	50	24	20	35
Students with Disabilities	29	220	10295	100	100	92	402	423	443	62	52	33	21	22	26	17	20	33	NA	5	8
Students without Disabilities	142	1330	69852	100	100	100	469	463	488	13	16	7	20	25	16	57	46	51	11	13	26
Limited English Proficient Students	54	521	12722	100	95	97	435	442	441	35	30	27	22	29	33	41	35	37	2	6	3
Migrant Students	NC	22	622	NC	100	97	NC	444	454	NC	23	19	NC	41	30	NC	27	43	NC	9	8
Economically Disadvantaged	133	1192	38371	99	99	97	454	452	465	23	24	15	23	26	23	48	41	49	6	9	13
Non-Economically Disadvantaged	38	358	41776	100	100	100	479	476	498	13	11	6	11	20	11	58	50	49	18	19	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	171	1551	79686	100	100	98	445	444	470	22	22	11	33	35	24	42	40	57	4	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	757	39163	100	100	99	452	449	475	19	18	9	33	35	22	45	43	60	4	3	10
Male	70	793	40438	100	100	97	436	439	465	26	26	13	34	35	25	37	37	54	3	2	7
African American	16	142	4228	100	100	98	465	441	458	NA	23	15	44	36	28	50	40	53	6	1	4
Hispanic	131	1083	33299	100	100	98	440	439	452	27	25	17	34	37	32	37	36	47	3	2	3
Asian/Pacific Islander	--	37	2097	--	97	99	--	459	490	--	19	5	--	22	13	--	54	68	--	5	14
American Indian/Alaskan Native	NC	35	4087	NC	97	96	NC	451	446	NC	9	16	NC	43	38	NC	43	44	NC	6	2
White	17	253	35914	100	100	98	475	462	489	NA	13	5	24	27	15	71	54	67	6	6	14
Students with Disabilities	29	222	9808	100	100	87	399	408	432	59	56	35	17	26	32	24	17	30	NA	1	3
Students without Disabilities	142	1329	69878	100	100	100	453	450	475	14	17	8	37	36	23	45	44	61	4	3	9
Limited English Proficient Students	54	521	12594	100	95	96	414	425	422	52	36	34	28	39	45	20	24	21	NA	1	0
Migrant Students	NC	22	611	NC	100	95	NC	433	439	NC	27	22	NC	41	39	NC	32	37	NC	NA	2
Economically Disadvantaged	133	1191	38095	99	99	97	441	439	452	25	25	17	33	37	32	39	37	48	3	2	3
Non-Economically Disadvantaged	38	360	41591	100	100	99	460	461	486	11	14	6	34	29	16	50	51	65	5	6	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	169	1544	80372	99	100	99	457	458	475	7	6	4	34	41	30	60	53	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	100	757	39452	100	100	99	466	469	488	4	4	3	31	34	22	65	62	72	NA	1	3
Male	69	786	40836	99	100	98	444	447	464	10	8	6	38	48	37	52	44	56	NA	1	1
African American	16	142	4264	100	100	99	461	456	465	NA	6	5	44	42	35	56	51	59	NA	2	1
Hispanic	129	1076	33608	99	100	99	456	455	462	9	6	6	31	43	36	60	51	57	NA	0	1
Asian/Pacific Islander	--	36	2098	--	95	99	--	467	500	--	11	2	--	17	16	--	69	75	--	3	7
American Indian/Alaskan Native	NC	35	4128	NC	97	97	NC	468	464	NC	3	4	NC	29	39	NC	69	56	NC	NA	1
White	17	254	36213	100	100	99	458	468	489	NA	4	2	47	38	22	53	58	72	NA	1	3
Students with Disabilities	29	221	10526	100	100	94	376	409	427	21	18	15	59	63	53	21	19	31	NA	0	1
Students without Disabilities	140	1323	69846	99	100	100	470	465	482	4	4	3	29	37	26	68	59	69	NA	1	2
Limited English Proficient Students	52	513	12747	96	94	97	423	439	432	19	10	12	42	49	52	38	41	36	NA	0	0
Migrant Students	NC	21	621	NC	95	97	NC	441	452	NC	5	9	NC	67	40	NC	29	51	NC	NA	0
Economically Disadvantaged	131	1183	38521	98	98	98	451	453	461	8	6	6	36	43	38	56	50	55	NA	0	1
Non-Economically Disadvantaged	38	361	41851	100	100	100	478	472	489	NA	4	3	26	32	22	74	63	72	NA	1	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	156	1433	79306	100	100	99	484	478	504	25	26	13	22	28	20	39	38	49	14	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	711	38845	98	100	99	491	478	505	25	23	11	18	30	20	38	40	50	20	7	18
Male	95	721	40383	100	100	98	480	477	504	25	29	14	24	26	19	40	36	47	11	10	19
African American	10	121	4171	100	100	98	NA	466	485	NA	35	20	NA	28	26	NA	35	44	NA	2	10
Hispanic	119	985	32673	98	100	99	482	474	487	26	28	18	22	29	25	40	36	46	12	7	10
Asian/Pacific Islander	NC	37	2147	NC	95	99	NC	497	539	NC	11	5	NC	30	10	NC	43	46	NC	16	40
American Indian/Alaskan Native	NC	16	4034	NC	100	97	NC	460	479	NC	44	22	NC	25	29	NC	31	43	NC	NA	7
White	23	274	36234	100	100	99	496	494	523	22	16	6	30	23	13	17	46	52	30	15	28
Students with Disabilities	28	203	10286	100	100	91	433	437	462	57	66	41	18	19	27	25	14	27	NA	1	5
Students without Disabilities	128	1230	69020	99	100	100	493	484	510	18	19	9	23	29	18	42	42	52	17	10	21
Limited English Proficient Students	41	489	10291	100	96	96	459	462	458	46	36	38	22	33	34	29	28	26	2	3	2
Migrant Students	NC	22	630	NC	100	95	NC	473	478	NC	27	24	NC	36	27	NC	27	43	NC	9	6
Economically Disadvantaged	119	1078	37437	98	98	97	476	472	486	29	29	19	22	29	26	38	35	46	11	6	9
Non-Economically Disadvantaged	37	355	41869	100	100	100	511	495	521	11	16	7	22	25	14	43	45	51	24	15	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	157	1437	79000	100	100	98	467	464	489	24	21	10	27	33	24	45	43	58	3	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	713	38774	98	100	99	474	468	494	21	17	7	25	33	22	49	46	61	5	3	10
Male	96	723	40150	100	100	98	462	460	485	26	25	12	29	32	25	43	39	55	2	3	8
African American	10	121	4153	100	100	98	NA	463	476	NA	19	13	NA	41	30	NA	37	53	NA	2	4
Hispanic	120	987	32508	99	100	98	465	459	472	25	24	15	28	34	33	46	41	49	2	1	3
Asian/Pacific Islander	NC	38	2142	NC	97	99	NC	476	510	NC	8	4	NC	42	14	NC	42	67	NC	8	16
American Indian/Alaskan Native	NC	16	4016	NC	100	96	NC	461	467	NC	31	14	NC	19	37	NC	50	46	NC	NA	2
White	23	275	36135	100	100	98	472	482	508	26	14	4	22	25	14	43	53	67	9	8	15
Students with Disabilities	29	207	9991	100	100	88	426	424	449	55	60	33	21	26	36	24	14	29	NA	1	2
Students without Disabilities	128	1230	69009	99	100	100	474	471	495	17	15	6	29	34	22	50	48	62	4	3	10
Limited English Proficient Students	41	489	10199	100	96	95	446	446	439	44	33	35	22	39	47	34	28	18	NA	0	0
Migrant Students	NC	22	629	NC	100	95	NC	453	457	NC	27	22	NC	41	41	NC	32	37	NC	NA	1
Economically Disadvantaged	120	1082	37234	99	99	97	462	459	472	29	24	15	26	34	33	42	40	50	3	2	3
Non-Economically Disadvantaged	37	355	41766	100	100	99	485	480	505	8	13	5	32	28	16	57	52	65	3	7	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	156	1432	79611	100	100	99	488	484	496	9	10	7	37	39	37	54	50	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	713	39016	98	100	99	516	499	511	3	7	4	26	32	29	70	61	66	NA	0	1
Male	95	718	40519	100	99	98	469	469	482	13	14	10	44	47	44	43	39	46	NA	NA	0
African American	10	121	4188	100	100	98	NA	484	486	NA	12	9	NA	42	40	NA	46	50	NA	NA	0
Hispanic	119	983	32855	98	99	99	489	481	481	8	10	10	39	41	43	54	49	47	NA	0	0
Asian/Pacific Islander	NC	38	2149	NC	97	100	NC	488	519	NC	11	4	NC	37	24	NC	53	70	NC	NA	2
American Indian/Alaskan Native	NC	16	3992	NC	100	96	NC	458	478	NC	19	10	NC	31	46	NC	50	44	NC	NA	0
White	23	274	36380	100	100	99	483	496	511	13	8	4	35	35	30	52	57	65	NA	0	1
Students with Disabilities	28	207	10664	100	100	94	397	419	440	36	32	23	39	52	54	25	16	22	NA	0	1
Students without Disabilities	128	1225	68947	99	99	100	504	494	504	3	6	4	37	37	34	60	56	61	NA	0	1
Limited English Proficient Students	41	486	10362	100	96	97	457	461	438	20	16	22	39	47	57	41	36	21	NA	NA	NA
Migrant Students	NC	22	636	NC	100	96	NC	441	467	NC	32	14	NC	27	47	NC	41	38	NC	NA	0
Economically Disadvantaged	119	1078	37626	98	98	98	484	480	479	10	12	10	38	40	45	52	49	45	NA	0	0
Non-Economically Disadvantaged	37	354	41985	100	100	100	502	496	511	5	6	4	35	39	30	59	55	65	NA	NA	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	159	1460	79327	99	100	98	499	492	518	29	34	19	21	22	20	45	37	46	5	6	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	704	38961	100	100	98	504	495	520	23	29	16	27	25	20	44	39	48	6	7	16
Male	89	755	40295	99	100	97	495	490	516	34	39	21	16	19	19	46	36	44	4	6	16
African American	12	132	4247	100	99	98	483	480	499	33	43	27	25	22	24	42	33	41	NA	2	8
Hispanic	120	1009	32327	99	100	98	498	488	499	33	36	27	20	24	25	43	35	41	5	5	8
Asian/Pacific Islander	NC	36	1939	NC	100	99	NC	518	556	NC	17	6	NC	17	10	NC	50	47	NC	17	36
American Indian/Alaskan Native	NC	39	4391	NC	100	96	NC	504	489	NC	23	32	NC	21	27	NC	54	36	NC	3	4
White	21	242	36373	100	100	98	512	512	538	10	25	10	29	16	14	57	46	52	5	13	25
Students with Disabilities	23	218	9321	100	99	87	455	450	467	57	71	54	13	15	22	30	14	21	NA	0	3
Students without Disabilities	136	1242	70006	99	100	100	503	499	524	24	28	14	22	23	19	48	42	49	6	7	18
Limited English Proficient Students	54	468	9431	98	95	95	487	475	466	44	46	53	15	25	27	39	28	18	2	2	1
Migrant Students	NC	28	635	NC	100	94	NC	478	488	NC	46	31	NC	18	29	NC	32	36	NC	4	4
Economically Disadvantaged	118	1102	37097	100	98	97	497	487	498	32	37	27	21	23	25	41	34	41	6	5	7
Non-Economically Disadvantaged	41	358	42230	98	100	99	504	508	535	20	24	11	20	19	15	59	47	50	2	10	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	159	1461	79501	99	100	98	476	470	497	17	24	10	34	32	25	48	42	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	704	39062	100	100	99	483	476	502	13	19	8	31	32	23	56	48	64	NA	1	5
Male	89	756	40368	99	100	98	470	464	491	20	29	13	36	33	27	43	36	57	1	1	3
African American	12	134	4279	100	100	99	470	461	485	17	31	14	25	31	30	58	38	54	NA	NA	2
Hispanic	120	1009	32389	99	100	98	474	466	478	18	26	16	38	36	34	43	38	48	1	1	1
Asian/Pacific Islander	NC	36	1936	NC	100	99	NC	492	519	NC	8	3	NC	19	14	NC	72	73	NC	NA	9
American Indian/Alaskan Native	NC	39	4401	NC	100	96	NC	473	473	NC	23	17	NC	31	40	NC	44	43	NC	3	1
White	21	241	36446	100	100	99	487	489	516	14	16	4	19	22	15	67	59	73	NA	4	7
Students with Disabilities	23	220	9411	100	100	88	434	427	453	43	63	36	26	25	36	26	12	26	4	0	1
Students without Disabilities	136	1241	70090	99	100	100	480	477	502	13	17	7	35	34	24	52	47	65	NA	1	5
Limited English Proficient Students	54	468	9401	98	95	94	459	451	443	26	36	40	43	39	46	31	25	14	NA	NA	0
Migrant Students	NC	28	642	NC	100	95	NC	447	465	NC	39	24	NC	32	41	NC	29	35	NC	NA	0
Economically Disadvantaged	118	1101	37183	100	98	97	472	464	479	19	27	16	37	34	34	44	38	49	NA	1	1
Non-Economically Disadvantaged	41	360	42318	98	100	99	486	487	513	12	14	5	24	28	17	61	54	70	2	3	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	160	1461	80000	100	100	99	541	544	564	4	5	3	18	14	11	75	78	75	4	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	705	39288	100	100	99	558	559	579	1	3	2	16	10	6	76	82	77	7	5	16
Male	90	755	40644	100	100	98	528	531	549	6	7	4	19	18	15	74	73	74	1	2	7
African American	12	130	4307	100	97	99	527	532	551	NA	5	4	25	21	13	75	74	75	NA	1	7
Hispanic	121	1013	32672	100	100	99	541	542	548	5	5	4	18	14	14	73	78	76	4	3	6
Asian/Pacific Islander	NC	36	1945	NC	100	99	NC	579	592	NC	NA	1	NC	3	4	NC	86	69	NC	11	25
American Indian/Alaskan Native	NC	38	4424	NC	97	97	NC	545	549	NC	5	3	NC	11	14	NC	82	77	NC	3	5
White	21	242	36602	100	100	99	552	557	579	NA	3	2	14	12	7	81	77	75	5	8	16
Students with Disabilities	23	217	9919	100	98	93	485	487	505	13	14	9	48	39	35	39	47	54	NA	NA	2
Students without Disabilities	137	1244	70081	100	100	100	547	554	571	2	3	2	12	10	7	81	83	79	4	4	12
Limited English Proficient Students	55	468	9571	100	95	96	526	523	502	5	7	10	22	22	29	73	69	60	NA	2	1
Migrant Students	NC	28	654	NC	100	97	NC	519	534	NC	14	7	NC	18	16	NC	64	74	NC	4	3
Economically Disadvantaged	118	1100	37534	100	98	98	537	540	547	5	5	4	20	16	15	71	76	76	3	2	5
Non-Economically Disadvantaged	42	361	42466	100	100	100	553	559	578	NA	3	2	10	9	7	86	81	75	5	7	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	141	1396	78546	100	100	97	530	519	543	22	25	15	24	26	18	41	43	52	13	6	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	707	38645	100	100	98	529	522	545	26	23	13	20	25	18	41	46	54	13	6	15
Male	65	686	39792	100	100	97	530	515	542	17	28	17	29	27	17	42	40	50	12	5	15
African American	14	126	4205	93	100	97	505	507	524	14	29	22	43	32	22	43	38	49	NA	1	7
Hispanic	106	948	31177	100	100	97	532	516	524	23	27	22	23	27	23	42	42	48	13	5	7
Asian/Pacific Islander	NC	36	1940	NC	100	99	NC	546	580	NC	11	5	NC	19	9	NC	53	53	NC	17	33
American Indian/Alaskan Native	NC	31	4689	NC	100	95	NC	528	515	NC	19	28	NC	13	25	NC	65	43	NC	3	4
White	17	252	36450	100	100	97	539	532	563	24	20	7	18	23	12	41	47	57	18	10	23
Students with Disabilities	15	153	8093	100	100	82	470	471	489	73	66	50	20	29	24	7	5	23	NA	NA	2
Students without Disabilities	126	1243	70453	100	100	100	536	524	549	16	20	11	25	26	17	45	48	56	14	6	16
Limited English Proficient Students	46	428	9323	100	94	94	515	506	491	24	30	47	33	33	28	37	34	24	7	3	1
Migrant Students	NC	17	674	NC	100	95	NC	509	515	NC	24	28	NC	41	27	NC	29	40	NC	6	5
Economically Disadvantaged	107	1005	34694	97	98	96	530	515	524	22	27	23	22	28	23	42	40	48	13	5	7
Non-Economically Disadvantaged	34	391	43852	100	100	99	527	529	559	21	20	10	29	21	13	38	51	56	12	8	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	141	1397	79045	100	100	98	491	488	512	16	17	10	40	37	25	41	44	58	3	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	707	38860	100	100	98	495	496	519	16	13	7	39	33	22	41	52	62	4	3	8
Male	65	687	40075	100	100	97	485	479	505	17	22	12	40	41	28	42	37	54	2	1	6
African American	14	126	4250	93	100	98	491	480	500	7	21	12	57	41	31	36	37	54	NA	1	3
Hispanic	106	948	31314	100	100	98	489	484	493	18	18	16	37	39	34	42	41	48	4	1	2
Asian/Pacific Islander	NC	36	1949	NC	100	99	NC	510	536	NC	8	4	NC	25	15	NC	67	66	NC	NA	15
American Indian/Alaskan Native	NC	31	4719	NC	100	96	NC	493	489	NC	6	15	NC	39	39	NC	52	45	NC	3	2
White	17	253	36730	100	100	98	494	503	532	18	14	4	41	27	16	41	55	68	NA	4	12
Students with Disabilities	15	154	8552	100	100	87	430	440	463	80	59	35	20	36	40	NA	5	23	NA	NA	1
Students without Disabilities	126	1243	70493	100	100	100	497	493	517	9	12	7	42	37	24	46	49	62	3	2	8
Limited English Proficient Students	46	428	9355	100	94	95	472	470	456	20	25	37	52	47	48	28	28	15	NA	NA	0
Migrant Students	NC	17	682	NC	100	96	NC	475	480	NC	29	23	NC	41	37	NC	29	39	NC	NA	1
Economically Disadvantaged	107	1005	34922	97	98	96	491	483	493	16	20	15	42	39	34	39	40	48	3	1	3
Non-Economically Disadvantaged	34	392	44123	100	100	99	489	500	527	18	11	6	32	31	18	47	54	66	3	4	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	141	1399	79657	100	100	99	565	554	566	3	5	3	6	9	8	91	85	87	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	706	39120	100	99	99	574	571	580	3	2	2	4	5	4	93	92	92	NA	1	2
Male	65	690	40423	100	100	98	554	536	553	3	8	5	9	13	12	88	79	83	NA	0	1
African American	14	126	4290	93	100	99	583	555	560	NA	3	4	NA	9	9	100	87	86	NA	1	1
Hispanic	106	952	31642	100	100	99	561	551	552	3	5	5	8	10	11	90	85	84	NA	0	0
Asian/Pacific Islander	NC	36	1948	NC	100	99	NC	556	589	NC	6	1	NC	11	3	NC	83	91	NC	NA	4
American Indian/Alaskan Native	NC	30	4760	NC	97	97	NC	551	547	NC	7	5	NC	3	14	NC	90	81	NC	NA	0
White	17	252	36929	100	100	99	571	563	579	6	5	2	6	8	5	88	87	91	NA	1	2
Students with Disabilities	15	155	9069	100	100	92	530	487	508	7	20	11	20	32	30	73	48	58	NA	NA	1
Students without Disabilities	126	1244	70588	100	100	100	569	562	573	2	3	2	5	6	5	93	90	91	NA	0	1
Limited English Proficient Students	46	426	9521	100	94	96	554	537	507	2	7	13	7	13	24	91	80	63	NA	NA	0
Migrant Students	NC	17	694	NC	100	98	NC	551	546	NC	NA	5	NC	6	12	NC	94	82	NC	NA	1
Economically Disadvantaged	107	1006	35341	97	98	97	563	549	551	3	6	5	7	10	12	91	84	83	NA	0	0
Non-Economically Disadvantaged	34	393	44316	100	100	100	571	567	578	3	3	2	6	7	5	91	90	90	NA	1	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	138	1437	78400	99	99	97	530	528	554	27	33	21	31	26	19	41	38	47	1	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	720	38686	97	99	98	535	528	554	24	32	20	31	28	20	44	38	49	1	3	12
Male	70	717	39636	100	99	96	524	528	554	30	34	23	31	25	18	39	38	46	NA	3	13
African American	10	150	4193	91	98	97	NA	522	533	NA	38	32	NA	24	23	NA	36	40	NA	2	5
Hispanic	106	926	30732	100	99	97	528	522	534	28	37	31	32	28	24	40	33	40	NA	2	5
Asian/Pacific Islander	NC	38	1827	NC	100	99	NC	564	594	NC	11	8	NC	18	12	NC	58	49	NC	13	31
American Indian/Alaskan Native	NC	32	4536	NC	100	95	NC	521	528	NC	44	35	NC	25	25	NC	31	37	NC	NA	4
White	17	290	37038	94	99	97	528	546	575	24	19	11	29	24	14	47	51	56	NA	6	19
Students with Disabilities	14	180	7840	100	97	81	475	480	498	64	77	60	36	14	18	NA	9	20	NA	NA	2
Students without Disabilities	124	1257	70560	98	99	99	536	535	560	23	27	17	31	28	19	46	42	50	1	4	14
Limited English Proficient Students	42	383	8956	98	97	95	520	510	502	33	44	56	31	32	25	36	24	18	NA	0	1
Migrant Students	NC	20	676	NC	87	95	NC	508	523	NC	50	38	NC	25	25	NC	25	36	NC	NA	1
Economically Disadvantaged	95	943	33014	99	97	95	525	522	534	28	37	31	33	28	24	39	34	40	NA	2	5
Non-Economically Disadvantaged	43	494	45386	100	100	99	540	540	569	23	25	15	28	23	15	47	46	52	2	5	18

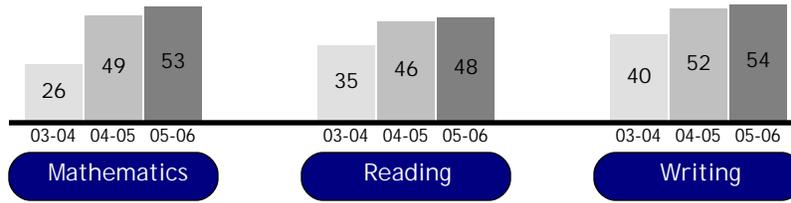
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	1439	79179	99	99	98	498	493	519	16	20	11	38	36	27	45	43	58	1	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	722	38974	97	99	99	510	499	524	10	17	8	31	35	25	59	48	61	NA	1	5
Male	70	717	40124	100	99	97	486	488	513	21	23	13	46	38	28	31	38	54	1	1	4
African American	10	150	4243	91	98	98	NA	491	506	NA	23	14	NA	32	32	NA	44	51	NA	1	3
Hispanic	106	928	30987	100	99	98	495	486	498	16	22	17	42	41	36	42	37	45	1	0	1
Asian/Pacific Islander	NC	38	1832	NC	100	99	NC	536	543	NC	5	4	NC	18	17	NC	66	69	NC	11	10
American Indian/Alaskan Native	NC	32	4573	NC	100	96	NC	489	494	NC	16	16	NC	44	41	NC	41	42	NC	NA	1
White	17	290	37467	94	99	98	502	512	539	18	13	5	29	28	17	53	57	70	NA	2	8
Students with Disabilities	14	180	8567	100	97	88	437	446	467	64	60	39	36	30	38	NA	10	22	NA	NA	1
Students without Disabilities	124	1259	70612	98	99	99	504	500	524	10	14	7	39	37	25	50	47	62	1	1	5
Limited English Proficient Students	42	383	9013	98	97	95	482	469	461	26	32	40	40	48	48	33	20	12	NA	NA	0
Migrant Students	NC	20	680	NC	87	96	NC	478	487	NC	30	20	NC	50	43	NC	20	36	NC	NA	1
Economically Disadvantaged	95	945	33345	99	98	96	493	486	499	18	23	17	39	41	36	43	37	46	NA	0	1
Non-Economically Disadvantaged	43	494	45834	100	100	99	507	507	533	12	15	7	37	29	19	49	55	67	2	2	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	138	1438	79734	99	99	99	551	541	554	6	5	3	14	21	19	80	73	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	721	39243	97	99	99	566	552	568	6	4	2	4	16	12	90	79	85	NA	NA	1
Male	70	717	40413	100	99	98	536	531	541	6	6	4	24	27	26	70	67	70	NA	0	0
African American	10	152	4285	91	99	99	NA	542	548	NA	3	3	NA	23	22	NA	74	74	NA	NA	0
Hispanic	106	926	31254	100	99	99	545	535	539	7	6	5	17	24	25	76	70	70	NA	NA	0
Asian/Pacific Islander	NC	38	1837	NC	100	99	NC	572	579	NC	3	1	NC	8	9	NC	89	87	NC	NA	2
American Indian/Alaskan Native	NC	31	4613	NC	97	97	NC	535	535	NC	3	4	NC	32	29	NC	65	67	NC	NA	0
White	17	290	37668	94	99	99	576	560	569	NA	3	1	6	13	13	94	83	85	NA	0	1
Students with Disabilities	14	179	8943	100	97	92	468	483	495	21	16	11	50	54	51	29	31	38	NA	NA	1
Students without Disabilities	124	1259	70791	98	99	100	559	549	561	4	4	2	10	17	15	85	79	83	NA	0	0
Limited English Proficient Students	42	380	9138	98	96	97	514	510	492	12	12	13	31	32	46	57	56	40	NA	NA	NA
Migrant Students	NC	21	687	NC	91	97	NC	503	528	NC	10	6	NC	38	28	NC	52	65	NC	NA	NA
Economically Disadvantaged	95	943	33718	99	97	97	544	533	538	5	7	5	20	25	26	75	68	69	NA	NA	0
Non-Economically Disadvantaged	43	495	46016	100	100	100	564	558	567	7	3	2	2	15	14	91	82	84	NA	0	1

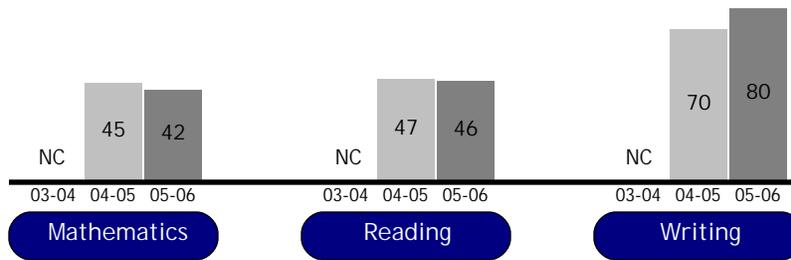
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	94	30	NA	56	98	36	36	48	97	34	34	52
	Language	95	28	32	52	98	36	37	49	97	37	35	52
	Mathematics	96	32	36	61	98	41	39	53	97	41	41	58
5	Reading	96	33	NA	55	95	35	37	50	97	39	37	56
	Language	99	27	31	49	95	35	36	50	96	41	35	54
	Mathematics	99	35	40	63	95	38	36	49	96	37	35	52
6	Reading	95	35	NA	56	99	43	41	51	94	43	37	56
	Language	95	34	28	48	99	38	36	47	94	35	32	50
	Mathematics	96	49	44	66	99	37	39	52	94	41	37	58
7	Reading	98	38	NA	54	97	49	39	50	99	37	35	54
	Language	98	37	34	58	97	47	41	52	99	44	39	58
	Mathematics	98	42	37	62	97	44	38	50	99	37	35	54
8	Reading	NC	NC	NA	55	98	37	40	51	99	46	41	58
	Language	NC	NC	27	52	98	42	41	50	99	44	41	56
	Mathematics	NC	NC	36	61	98	39	39	53	99	39	37	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

Council Duties

2 School Administrator(s)	Ü Curriculum
1 Non-certified Employee(s)	Ü Action Planning
4 Teacher(s)	Ü Vision/Mission
1 Parent(s)	Ü School Environment
1 Community Member(s)	Ü Special Programs
0 Student(s)	Ü home-school relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	45.00
Other Professional Staff	2.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	0	0	0
4 to 6 years	17	7	0	1
7 to 9 years	2	1	0	0
10 or more years	12	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	170
Teachers with Emergency Certification.	8
Percent of teachers in the school with Emergency/Provisional Certification	19%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Mobile computer lab
- Ü Library/Media Center
- Ü Smart Board Technology

Extracurricular Activities

- Ü After School Sports
- Ü Clubs
- Ü Glendale Recreation After School Program
- Ü Tutoring in Reading, Writing and Math
- Ü 21st Century Grant program (GEO) a.m &pm

Social Services

- Ü Social Worker
- Ü DARE Program
- Ü District Adult Education
- Ü Holiday Assistance
- Ü GREAT Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students increased academic achievement in reading, writing and mathematics as measured by the AIMS testing instrument and district assessments.
  
- ü Achieved performing status and significant academic growth as measures by the AIMS testing instrument.
  
- ü Attained math, literacy and reading achievement advisors to ensure academic success for students and provide for instructional support for teachers.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	95	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Student safety is a primary concern. All staff members wear school ID. Visitors are required to sign-in at the office. We have a comprehensive safety policy in our school student handbook. All Staff and Volunteers undergo background and fingerprint checks prior to employment or volunteer approval. A student advisor has been added to the staff to assist in school and home relations and student affairs.

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) :

9

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	Kenneth R. Fleming	(623) 842-8290
Transportation Policy	Erik Kissel	(623) 842-8180
Community Resources	Mark Joraanstad	(623) 842-8166
School Nutrition Programs	Barry Leimkuehler	(623) 842-8180
Parent Organization	Kim Cohill	(623) 842-8290
Student Health/Nurse	Barbara Arbogast	(623) 842-8290

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

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

## TITLE I TERMS

### Title I School Improvement Year 1

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

### Title I School Improvement Year 2

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

### Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.