

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

45012 W. Honeycutt Ave., Maricopa, AZ 85239

Maricopa Unified School 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 Underperforming  
2004-05 Performing  
2003-04 Underperforming

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

### School Overview

Principal/Administrator : Mrs. Lynnette Michalski  
Schedule : 07:00 AM to 04:00 PM  
Grades : K-6  
Web Address : www.musd20.org  
Phone Number : (520) 568-6102  
Fax Number : (520) 568-6112  
E-mail : lmicalski@musd20.org

### Mission

We strive to provide the finest education possible for all students. Every effort is made to assist students to reach their potential in mastering Arizona's Instrument to Measure Standards (AIMS).

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2005-06 SI Year 1  
2004-05 SI Year 1  
2003-04 Year 1

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

### School / Academic Goals

- ü To assist all children in achieving at or above grade level in reading and writing. To instruct students in such a way that they will be able to meet or exceed the state standards in reading and writing.
- ü To guide students in developing math skills that will meet or exceed the state standards for all children. To assist children in accurately making computational decisions.
- ü Assist students to develop and exercise self-discipline, to respect the dignity and worth of all citizens, and to appreciate multi-cultural, and multi-racial heritage.
- ü Encourage, support and increase parent involvement in the educational process.

### Enrollment

October 1, 2005 School Year Student Enrollment : 597  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 7

Instructional Programs

- ü Houghton Mifflin Reading Program
- ü Character Counts
- ü AZ Standards-Based Curriculum
- ü Structured English Immersion
- ü Special Education Self Contained
- ü Special Education ED Classroom
- ü Special Ed Inclusion
- ü Gifted Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/30/2005
Last Day of School :	3/30/2006

Shared Responsibilities

School

Maricopa Elementary School will provide each student with a safe, academically stimulating environment. Parents can be expected to be notified of student progress and problems and parents have the right to inspect all student records.

Parents

Parents will ensure that their children attend school daily; arrive on time; be properly dressed, rested and nourished; and have assigned homework completed. Parents will encourage students to take an active part in the school process.

Transportation Policy

Riding a school bus is a privilege and not a right. The bus driver has the authority to enforce rules of good conduct. Students who show unacceptable behavior may lose bus privileges.

School Honors

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

Award/Honor	Year
ü Honeywell Bowl Aerospace Challenge - In Top Five	2004

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	105	280	80010	100	99	99	417	435	447	26	13	10	27	24	18	42	52	53	6	11	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	143	38935	100	100	99	414	432	447	25	14	9	33	25	19	38	51	55	4	10	17
Male	50	137	40974	98	96	98	420	439	448	26	12	11	20	22	18	46	53	52	8	12	19
African American	NC	12	4201	NC	92	99	NC	437	430	NC	8	17	NC	8	23	NC	75	51	NC	8	9
Hispanic	38	90	34545	100	99	99	411	424	432	32	17	14	24	28	24	45	52	53	NA	3	9
Asian/Pacific Islander	NC	13	2068	NC	100	99	NC	457	474	NC	8	4	NC	23	10	NC	31	50	NC	38	36
American Indian/Alaskan Native	22	34	3979	100	100	96	389	398	424	41	29	17	45	47	30	14	24	47	NA	NA	6
White	38	131	35142	97	98	99	434	450	465	13	8	5	18	16	11	58	60	56	11	17	28
Students with Disabilities	14	26	10161	100	84	93	407	419	419	43	23	28	14	23	28	36	46	36	7	8	8
Students without Disabilities	91	254	69849	100	100	100	418	437	451	23	12	7	29	24	17	43	53	56	5	11	19
Limited English Proficient Students	14	33	14013	100	94	97	383	403	413	64	30	24	21	33	34	14	33	39	NA	3	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	52	114	39029	100	97	98	404	421	432	31	19	14	35	29	25	35	46	52	NA	6	9
Non-Economically Disadvantaged	53	166	40981	100	99	100	429	444	462	21	9	6	19	20	13	49	57	54	11	14	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	104	279	79438	100	98	98	422	439	451	24	14	9	34	26	24	38	55	56	4	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	142	38775	100	100	99	427	444	457	20	13	7	37	25	22	37	56	58	6	7	13
Male	50	137	40560	98	96	97	417	434	446	28	15	12	30	27	25	40	54	54	2	4	9
African American	NC	12	4178	NC	92	98	NC	442	439	NC	8	13	NC	25	29	NC	67	52	NC	NA	6
Hispanic	37	89	34297	100	98	98	415	425	434	30	17	14	41	38	31	27	44	50	3	1	5
Asian/Pacific Islander	NC	13	2063	NC	100	99	NC	458	475	NC	8	3	NC	23	15	NC	54	63	NC	15	20
American Indian/Alaskan Native	22	34	3940	100	100	95	397	404	429	41	32	14	36	38	36	23	29	47	NA	NA	3
White	38	131	34887	97	98	98	444	456	471	11	8	4	24	15	15	58	68	63	8	9	18
Students with Disabilities	14	26	9588	100	84	88	398	409	416	36	27	30	29	31	32	36	42	34	NA	NA	5
Students without Disabilities	90	253	69850	100	100	100	426	442	456	22	13	7	34	25	23	39	56	59	4	6	12
Limited English Proficient Students	14	33	13856	100	94	96	382	400	407	64	30	27	29	52	43	7	18	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	51	113	38685	98	97	97	408	423	435	31	22	14	41	34	32	25	42	50	2	3	5
Non-Economically Disadvantaged	53	166	40753	100	99	99	436	450	467	17	8	5	26	20	16	51	64	62	6	7	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	100	274	79971	96	96	99	404	424	423	14	7	8	42	40	41	39	50	49	5	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	141	38974	100	99	99	433	444	437	6	2	5	40	33	33	45	59	57	9	6	4
Male	47	133	40895	92	94	98	371	404	410	23	12	10	45	47	47	32	40	41	NA	1	2
African American	NC	11	4203	NC	85	99	NC	422	411	NC	NA	11	NC	55	45	NC	45	43	NC	NA	2
Hispanic	37	88	34481	100	97	99	397	413	410	16	8	10	46	47	46	32	42	43	5	3	1
Asian/Pacific Islander	NC	13	2067	NC	100	99	NC	446	449	NC	NA	4	NC	31	28	NC	69	60	NC	NA	8
American Indian/Alaskan Native	20	32	3995	95	97	96	385	391	409	15	13	10	60	59	47	20	25	42	5	3	1
White	37	130	35150	95	97	99	421	438	437	14	6	5	27	30	35	54	59	56	5	5	5
Students with Disabilities	13	25	10258	93	81	94	310	359	377	46	28	23	46	56	51	8	16	25	NA	NA	1
Students without Disabilities	87	249	69713	97	98	100	418	431	429	9	5	5	41	38	39	44	53	52	6	4	3
Limited English Proficient Students	14	33	13985	100	94	97	360	396	382	21	9	18	64	64	54	14	24	27	NA	3	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	50	112	38994	96	96	98	392	412	409	16	8	10	52	47	47	28	41	41	4	4	1
Non-Economically Disadvantaged	50	162	40977	96	97	100	416	433	437	12	6	5	32	35	34	50	56	56	6	4	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	94	276	80147	99	100	99	454	481	482	20	9	11	23	17	17	52	53	49	4	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	138	39281	98	100	99	463	489	483	19	7	9	14	13	17	63	56	50	5	24	24
Male	51	138	40780	100	100	98	447	473	482	22	12	12	31	20	17	43	51	48	4	17	24
African American	NC	24	4249	NC	100	99	NC	465	464	NC	4	17	NC	29	22	NC	54	48	NC	13	13
Hispanic	32	72	33494	100	100	99	457	468	466	19	11	15	25	22	23	56	58	49	NA	8	14
Asian/Pacific Islander	NC	15	2103	NC	100	99	NC	523	515	NC	NA	4	NC	7	8	NC	40	44	NC	53	45
American Indian/Alaskan Native	19	23	4117	90	92	96	434	440	456	37	30	19	26	26	27	32	39	46	5	4	8
White	34	142	36122	100	100	99	461	493	501	15	7	5	18	11	10	62	54	50	6	27	35
Students with Disabilities	11	22	10295	100	100	92	411	440	443	64	36	33	18	23	26	18	36	33	NA	5	8
Students without Disabilities	83	254	69852	99	100	100	458	484	488	14	7	7	24	16	16	57	55	51	5	22	26
Limited English Proficient Students	11	23	12722	100	96	97	425	436	441	36	22	27	36	48	33	27	30	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	51	90	38371	96	97	97	452	463	465	20	13	15	27	24	23	51	52	49	2	10	13
Non-Economically Disadvantaged	43	186	41776	100	100	100	457	490	498	21	8	6	19	13	11	53	54	49	7	26	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	94	276	79686	99	100	98	450	474	470	19	8	11	32	22	24	44	61	57	5	9	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	138	39163	98	100	99	463	484	475	16	6	9	23	17	22	53	65	60	7	12	10
Male	51	138	40438	100	100	97	440	465	465	22	11	13	39	27	25	35	56	54	4	7	7
African American	NC	24	4228	NC	100	98	NC	460	458	NC	8	15	NC	33	28	NC	58	53	NC	NA	4
Hispanic	32	72	33299	100	100	98	455	462	452	19	13	17	34	31	32	38	50	47	9	7	3
Asian/Pacific Islander	NC	15	2097	NC	100	99	NC	507	490	NC	NA	5	NC	NA	13	NC	87	68	NC	13	14
American Indian/Alaskan Native	19	23	4087	90	92	96	438	442	446	32	26	16	16	22	38	53	52	44	NA	NA	2
White	34	142	35914	100	100	98	453	485	489	12	4	5	38	18	15	44	65	67	6	13	14
Students with Disabilities	11	22	9808	100	100	87	405	431	432	55	36	35	27	32	32	18	27	30	NA	5	3
Students without Disabilities	83	254	69878	99	100	100	455	478	475	14	6	8	33	21	23	47	63	61	6	10	9
Limited English Proficient Students	11	23	12594	100	96	96	424	432	422	36	26	34	36	39	45	27	35	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	51	90	38095	96	97	97	447	455	452	20	13	17	33	31	32	41	51	48	6	4	3
Non-Economically Disadvantaged	43	186	41591	100	100	99	454	484	486	19	6	6	30	17	16	47	65	65	5	12	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	96	278	80372	100	100	99	461	485	475	7	4	4	38	21	30	54	75	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	139	39452	100	100	99	476	497	488	7	3	3	20	10	22	70	86	72	2	1	3
Male	52	139	40836	100	100	98	448	472	464	8	4	6	52	32	37	40	63	56	NA	1	1
African American	NC	24	4264	NC	100	99	NC	475	465	NC	4	5	NC	25	35	NC	71	59	NC	NA	1
Hispanic	32	72	33608	100	100	99	468	476	462	9	7	6	31	21	36	59	72	57	NA	NA	1
Asian/Pacific Islander	NC	15	2098	NC	100	99	NC	531	500	NC	NA	2	NC	NA	16	NC	93	75	NC	7	7
American Indian/Alaskan Native	21	25	4128	100	100	97	455	464	464	5	4	4	38	32	39	57	64	56	NA	NA	1
White	34	142	36213	100	100	99	450	490	489	9	2	2	44	20	22	47	77	72	NA	1	3
Students with Disabilities	11	22	10526	100	100	94	392	411	427	27	23	15	64	50	53	9	27	31	NA	NA	1
Students without Disabilities	85	256	69846	100	100	100	468	490	482	5	2	3	34	18	26	60	79	69	1	1	2
Limited English Proficient Students	11	23	12747	100	96	97	439	430	432	18	22	12	45	30	52	36	48	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	53	92	38521	100	99	98	454	466	461	8	5	6	36	29	38	57	65	55	NA	NA	1
Non-Economically Disadvantaged	43	186	41851	100	100	100	470	494	489	7	3	3	40	17	22	51	80	72	2	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	102	271	79306	97	98	99	477	494	504	26	15	13	29	24	20	38	47	49	6	14	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	142	38845	95	97	99	482	495	505	17	11	11	36	27	20	42	49	50	6	13	18
Male	49	129	40383	100	100	98	471	492	504	37	20	14	22	19	19	35	46	47	6	15	19
African American	NC	19	4171	NC	90	98	NC	490	485	NC	11	20	NC	32	26	NC	47	44	NC	11	10
Hispanic	43	104	32673	96	98	99	465	480	487	30	19	18	40	34	25	30	38	46	NA	9	10
Asian/Pacific Islander	NC	13	2147	NC	100	99	NC	518	539	NC	NA	5	NC	15	10	NC	62	46	NC	23	40
American Indian/Alaskan Native	21	26	4034	100	100	97	464	465	479	38	38	22	33	31	29	24	27	43	5	4	7
White	32	109	36234	100	99	99	497	511	523	19	8	6	9	12	13	59	59	52	13	21	28
Students with Disabilities	16	32	10286	100	97	91	438	445	462	63	53	41	19	25	27	19	22	27	NA	NA	5
Students without Disabilities	86	239	69020	97	98	100	484	500	510	20	10	9	31	23	18	42	51	52	7	16	21
Limited English Proficient Students	17	28	10291	94	93	96	438	453	458	71	50	38	24	21	34	6	29	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	57	109	37437	97	97	97	466	479	486	33	23	19	33	28	26	30	41	46	4	7	9
Non-Economically Disadvantaged	45	162	41869	98	99	100	490	504	521	18	10	7	24	20	14	49	51	51	9	19	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	103	273	79000	98	99	98	472	487	489	18	10	10	27	26	24	50	57	58	4	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	143	38774	96	97	99	483	492	494	9	6	7	24	24	22	61	62	61	6	8	10
Male	49	130	40150	100	100	98	461	483	485	29	13	12	31	28	25	39	52	55	2	7	8
African American	NC	19	4153	NC	90	98	NC	494	476	NC	5	13	NC	32	30	NC	58	53	NC	5	4
Hispanic	44	105	32508	98	99	98	468	474	472	20	12	15	30	33	33	48	51	49	2	3	3
Asian/Pacific Islander	NC	13	2142	NC	100	99	NC	507	510	NC	NA	4	NC	8	14	NC	85	67	NC	8	16
American Indian/Alaskan Native	21	26	4016	100	100	96	454	457	467	24	23	14	43	42	37	33	35	46	NA	NA	2
White	32	110	36135	100	100	98	487	504	508	16	5	4	13	16	14	63	65	67	9	14	15
Students with Disabilities	16	32	9991	100	97	88	423	431	449	63	47	33	25	41	36	13	13	29	NA	NA	2
Students without Disabilities	87	241	69009	98	99	100	481	495	495	10	5	6	28	24	22	57	63	62	5	8	10
Limited English Proficient Students	17	28	10199	94	93	95	441	447	439	47	29	35	29	46	47	24	25	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	58	110	37234	98	98	97	462	473	472	24	15	15	29	30	33	45	52	50	2	3	3
Non-Economically Disadvantaged	45	163	41766	98	99	99	485	497	505	11	6	5	24	23	16	58	61	65	7	10	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	103	273	79611	98	99	99	491	506	496	12	7	7	28	25	37	60	68	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	143	39016	96	97	99	517	523	511	6	3	4	15	16	29	80	80	66	NA	NA	1
Male	49	130	40519	100	100	98	462	487	482	18	11	10	43	35	44	39	55	46	NA	NA	0
African American	NC	19	4188	NC	90	98	NC	506	486	NC	5	9	NC	21	40	NC	74	50	NC	NA	0
Hispanic	44	105	32855	98	99	99	478	492	481	18	12	10	20	27	43	61	61	47	NA	NA	0
Asian/Pacific Islander	NC	13	2149	NC	100	100	NC	532	519	NC	NA	4	NC	NA	24	NC	100	70	NC	NA	2
American Indian/Alaskan Native	21	26	3992	100	100	96	470	475	478	14	12	10	48	46	46	38	42	44	NA	NA	0
White	32	110	36380	100	100	99	518	523	511	3	2	4	28	22	30	69	76	65	NA	NA	1
Students with Disabilities	16	32	10664	100	97	94	433	446	440	31	25	23	50	56	54	19	19	22	NA	NA	1
Students without Disabilities	87	241	68947	98	99	100	501	513	504	8	5	4	24	21	34	68	75	61	NA	NA	1
Limited English Proficient Students	17	28	10362	94	93	97	420	441	438	41	32	22	24	29	57	35	39	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	58	110	37626	98	98	98	470	486	479	17	13	10	34	31	45	48	56	45	NA	NA	0
Non-Economically Disadvantaged	45	163	41985	98	99	100	518	519	511	4	3	4	20	21	30	76	76	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	104	225	79327	100	98	98	496	514	518	33	22	19	22	18	20	35	47	46	11	13	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	104	38961	100	100	98	498	518	520	36	20	16	16	13	20	36	52	48	13	14	16
Male	59	120	40295	100	96	97	494	510	516	31	23	21	27	23	19	34	43	44	8	13	16
African American	NC	14	4247	NC	93	98	NC	515	499	NC	14	27	NC	14	24	NC	64	41	NC	7	8
Hispanic	30	74	32327	100	97	98	479	501	499	43	26	27	17	19	25	37	47	41	3	8	8
Asian/Pacific Islander	NC	15	1939	NC	100	99	NC	532	556	NC	20	6	NC	13	10	NC	47	47	NC	20	36
American Indian/Alaskan Native	23	28	4391	100	100	96	490	494	489	48	39	32	13	18	27	30	36	36	9	7	4
White	41	92	36373	100	96	98	511	527	538	17	14	10	32	18	14	34	48	52	17	20	25
Students with Disabilities	18	27	9321	100	75	87	435	448	467	83	78	54	11	11	22	6	11	21	NA	NA	3
Students without Disabilities	86	198	70006	100	100	100	508	522	524	22	14	14	24	19	19	41	52	49	13	15	18
Limited English Proficient Students	10	18	9431	100	90	95	NA	467	466	NA	39	53	NA	39	27	NA	22	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	52	95	37097	100	97	97	484	499	498	38	27	27	25	26	25	35	39	41	2	7	7
Non-Economically Disadvantaged	52	130	42230	100	99	99	508	524	535	27	18	11	19	12	15	35	52	50	19	18	24

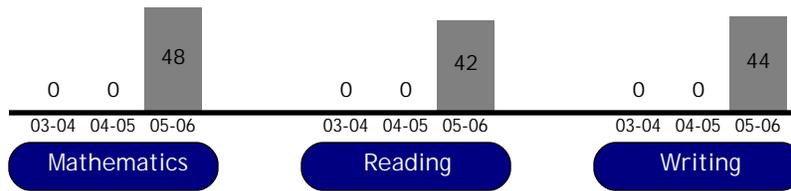
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	225	79501	100	98	98	479	492	497	13	9	10	36	28	25	49	61	60	2	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	104	39062	100	100	99	484	498	502	11	6	8	36	28	23	49	64	64	4	2	5
Male	59	120	40368	100	96	98	475	487	491	15	13	13	36	28	27	49	58	57	NA	1	3
African American	NC	14	4279	NC	93	99	NC	508	485	NC	7	14	NC	NA	30	NC	93	54	NC	NA	2
Hispanic	30	74	32389	100	97	98	459	479	478	20	12	16	53	42	34	27	46	48	NA	NA	1
Asian/Pacific Islander	NC	15	1936	NC	100	99	NC	491	519	NC	13	3	NC	33	14	NC	53	73	NC	NA	9
American Indian/Alaskan Native	23	28	4401	100	100	96	473	476	473	13	11	17	48	43	40	39	46	43	NA	NA	1
White	41	92	36446	100	96	99	497	506	516	7	7	4	22	16	15	66	74	73	5	3	7
Students with Disabilities	18	27	9411	100	75	88	432	442	453	56	52	36	39	37	36	NA	7	26	6	4	1
Students without Disabilities	86	198	70090	100	100	100	488	498	502	5	4	7	35	27	24	59	68	65	1	1	5
Limited English Proficient Students	10	18	9401	100	90	94	NA	448	443	NA	28	40	NA	56	46	NA	17	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	52	95	37183	100	97	97	466	477	479	17	13	16	46	42	34	35	44	49	2	1	1
Non-Economically Disadvantaged	52	130	42318	100	99	99	492	503	513	10	7	5	25	18	17	63	73	70	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	103	222	80000	100	97	99	546	563	564	3	2	3	14	9	11	82	82	75	2	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	103	39288	100	99	99	564	583	579	2	1	2	4	3	6	89	83	77	4	14	16
Male	58	118	40644	100	94	98	532	546	549	3	3	4	21	14	15	76	81	74	NA	3	7
African American	NC	14	4307	NC	93	99	NC	555	551	NC	7	4	NC	14	13	NC	71	75	NC	7	7
Hispanic	29	72	32672	100	95	99	523	553	548	7	3	4	21	13	14	72	79	76	NA	6	6
Asian/Pacific Islander	NC	14	1945	NC	100	99	NC	578	592	NC	NA	1	NC	7	4	NC	79	69	NC	14	25
American Indian/Alaskan Native	23	28	4424	100	100	97	541	546	549	NA	NA	3	22	21	14	78	75	77	NA	4	5
White	41	92	36602	100	96	99	567	576	579	NA	1	2	5	2	7	90	87	75	5	10	16
Students with Disabilities	17	25	9919	94	69	93	478	482	505	6	8	9	53	44	35	35	44	54	6	4	2
Students without Disabilities	86	197	70081	100	100	100	559	573	571	2	1	2	6	5	7	91	86	79	1	8	12
Limited English Proficient Students	10	18	9571	100	90	96	NA	512	502	NA	11	10	NA	17	29	NA	72	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	52	95	37534	100	97	98	534	550	547	6	3	4	15	11	15	77	82	76	2	4	5
Non-Economically Disadvantaged	51	127	42466	100	97	100	558	573	578	NA	1	2	12	8	7	86	81	75	2	10	16

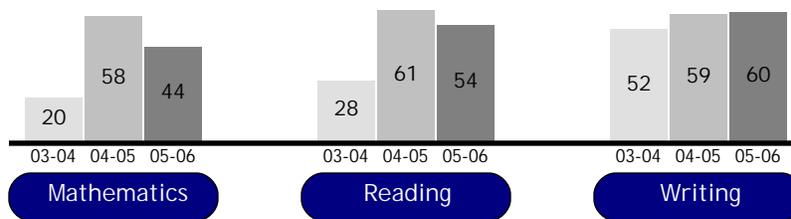
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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
2	Reading	--	--	NA	58	--	--	41	47	99	24	35	46
	Language	--	--	49	50	--	--	44	47	99	18	34	48
	Mathematics	--	--	58	64	--	--	48	50	99	32	44	52
3	Reading	--	--	NA	55	--	--	46	44	100	25	37	46
	Language	--	--	48	61	--	--	43	44	100	25	39	46
	Mathematics	--	--	50	61	--	--	52	51	100	22	43	52
4	Reading	86	47	NA	56	100	46	46	48	99	37	58	52
	Language	96	44	44	52	100	48	48	49	99	37	58	52
	Mathematics	97	53	53	61	100	50	50	53	99	34	56	58
5	Reading	97	38	NA	55	99	48	48	50	99	41	52	56
	Language	96	31	31	49	99	48	48	50	99	39	52	54
	Mathematics	98	36	36	63	99	43	43	49	99	30	43	52
6	Reading	95	44	NA	56	99	47	47	51	100	46	56	56
	Language	97	35	35	48	99	41	41	47	100	35	46	50
	Mathematics	97	49	49	66	99	47	47	52	100	48	59	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

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

Council Duties

- Ü School Safety
- Ü Academic Achievemnet
- Ü Dress Code
- Ü Attendance
- Ü Support school improvement efforts
- Ü Input for building new school

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	1.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	2	3	0	0
7 to 9 years	1	2	0	0
10 or more years	2	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Speech Room

Extracurricular Activities

- Ü Student Council
- Ü K-Kids
- Ü Career Day
- Ü Yearbook Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Health Services
- Ü Recreational Activities
- Ü Dental Clinic
- Ü Before and After School Program

Student Activity Rates for School Year 2005-06

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

The district has developed an emergency preparedness plan. Fire drills and lock down drills are conducted on a regular basis and bus evacuation drills are conducted twice a year. A school resource officer has been assigned to the campus.

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
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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	Lynnette Michalski	(520) 568-6102
Transportation Policy	John Sampson	(520) 568-5120
Community Resources	Becky Bandin	(520) 568-6113
School Nutrition Programs	Suzette Moe	(520) 568-5125
Parent Organization		
Student Health/Nurse	Amy Helgren	(520) 568-6106

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.