

**ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07**

3315 N. Toltec Rd., Eloy, AZ 85231

Toltec 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 Plus  
2003-04 Performing

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

**School Overview**

Principal/Administrator : Mr. Dave Ascoli  
Schedule : 07:30 AM to 05:15 PM  
Grades : 4-8  
Web Address : www.toltec.k12.az.us  
Phone Number : (520) 466-2350  
Fax Number : (520) 466-2399  
E-mail : dascoli@toltec.k12.az.us

**Mission**

It is the mission of Toltec Middle School to provide a safe, nurturing and stimulating environment which ensures that all students will succeed academically, socially, technologically, culturally, physically, ethically and emotionally.

**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**

- ü Toltec Middle School will facilitate the social, emotional and academic growth of all students through staff development, parental involvement and administrative support.
- ü The school will promote a disciplined environment conducive to learning through clearly communicated expectations and fairly enforced consequences.
- ü All students will be prepared to demonstrate responsible citizenship, future employment skills and a desire for lifetime learning.
- ü Students will leave each grade having demonstrated competencies in reading, writing, math, social studies and science.

**Enrollment**

October 1, 2005 School Year Student Enrollment : 625  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
Number of Students Attending Under Open Enrollment in 2005-06 : 5

Instructional Programs

- Ü Gifted
- Ü ELL
- Ü High Tech Labs
- Ü Accelerated Reader Program
- Ü Performing Arts
- Ü SEEMA
- Ü Accelerated Math Program
- Ü Computer-based Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 12 minutes
First Day of School :	8/5/2005
Last Day of School :	8/5/2006

Shared Responsibilities

School

The school has clear behavior expectations as published in the student handbook. Parent communication takes place through phone calls, P/T conferences and weekly grade reports sent home. High standards are set for student academic/social achievement.

Parents

Parents should support the school by assuring punctual school attendance, dress code compliance, adequate school supplies and appropriate student behavior; establishing a time for homework and monitor homework regularly; monitor academic progress; read with their children; assure that they receive the proper amount of sleep.

Transportation Policy

The School provides transportation to students who reside within the boundaries of the district and live a half mile or more from the school. For transportation information call Laidlaw Education Services at 520-316-3382, or the school.

School Honors

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

Award/Honor	Year
Ü Jr. High Golf Conference Champions	2003
Ü Science Olympiad - 1st Place Team	2003
Ü Excellent Rating for Junior High Choir	2002
Ü Good Rating for Junior High Band	2003

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	138	138	80147	100	100	99	471	471	482	16	16	11	18	18	17	46	46	49	20	20	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	61	39281	100	100	99	481	481	483	8	8	9	16	16	17	61	61	50	15	15	24
Male	77	77	40780	100	100	98	463	463	482	22	22	12	19	19	17	34	34	48	25	25	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	71	71	33494	100	100	99	468	468	466	17	17	15	20	20	23	42	42	49	21	21	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	58	58	36122	100	100	99	475	475	501	17	17	5	14	14	10	50	50	50	19	19	35
Students with Disabilities	30	30	10295	100	100	92	418	418	443	53	53	33	20	20	26	27	27	33	NA	NA	8
Students without Disabilities	108	108	69852	100	100	100	486	486	488	6	6	7	18	18	16	51	51	51	26	26	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	97	97	38371	100	100	97	468	468	465	19	19	15	19	19	23	43	43	49	20	20	13
Non-Economically Disadvantaged	41	41	41776	100	100	100	478	478	498	10	10	6	17	17	11	51	51	49	22	22	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	138	138	79686	100	100	98	453	453	470	21	21	11	22	22	24	54	54	57	3	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	61	39163	100	100	99	462	462	475	10	10	9	21	21	22	69	69	60	NA	NA	10
Male	77	77	40438	100	100	97	446	446	465	30	30	13	22	22	25	43	43	54	5	5	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	71	71	33299	100	100	98	449	449	452	24	24	17	21	21	32	54	54	47	1	1	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	58	58	35914	100	100	98	458	458	489	19	19	5	21	21	15	55	55	67	5	5	14
Students with Disabilities	30	30	9808	100	100	87	405	405	432	57	57	35	27	27	32	17	17	30	NA	NA	3
Students without Disabilities	108	108	69878	100	100	100	466	466	475	11	11	8	20	20	23	65	65	61	4	4	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	97	97	38095	100	100	97	448	448	452	25	25	17	22	22	32	53	53	48	1	1	3
Non-Economically Disadvantaged	41	41	41591	100	100	99	465	465	486	12	12	6	22	22	16	59	59	65	7	7	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	138	138	80372	100	100	99	451	451	475	9	9	4	41	41	30	49	49	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	61	39452	100	100	99	474	474	488	2	2	3	36	36	22	62	62	72	NA	NA	3
Male	77	77	40836	100	100	98	433	433	464	14	14	6	45	45	37	39	39	56	1	1	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	71	71	33608	100	100	99	454	454	462	7	7	6	42	42	36	51	51	57	NA	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	58	58	36213	100	100	99	448	448	489	10	10	2	43	43	22	45	45	72	2	2	3
Students with Disabilities	30	30	10526	100	100	94	385	385	427	30	30	15	53	53	53	17	17	31	NA	NA	1
Students without Disabilities	108	108	69846	100	100	100	469	469	482	3	3	3	38	38	26	58	58	69	1	1	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	97	97	38521	100	100	98	448	448	461	8	8	6	46	46	38	45	45	55	NA	NA	1
Non-Economically Disadvantaged	41	41	41851	100	100	100	460	460	489	10	10	3	29	29	22	59	59	72	2	2	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	136	136	79306	98	98	99	484	484	504	18	18	13	27	27	20	49	49	49	5	5	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	64	38845	100	100	99	482	482	505	16	16	11	30	30	20	50	50	50	5	5	18
Male	72	72	40383	96	96	98	485	485	504	21	21	14	25	25	19	49	49	47	6	6	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	70	70	32673	97	97	99	475	475	487	24	24	18	30	30	25	43	43	46	3	3	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	55	55	36234	100	100	99	499	499	523	7	7	6	24	24	13	60	60	52	9	9	28
Students with Disabilities	17	17	10286	89	89	91	436	436	462	65	65	41	24	24	27	12	12	27	NA	NA	5
Students without Disabilities	119	119	69020	99	99	100	491	491	510	12	12	9	28	28	18	55	55	52	6	6	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	93	93	37437	98	98	97	479	479	486	22	22	19	29	29	26	44	44	46	5	5	9
Non-Economically Disadvantaged	43	43	41869	98	98	100	493	493	521	12	12	7	23	23	14	60	60	51	5	5	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	137	137	79000	99	99	98	473	473	489	17	17	10	26	26	24	54	54	58	3	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	64	38774	100	100	99	475	475	494	14	14	7	30	30	22	55	55	61	2	2	10
Male	73	73	40150	97	97	98	472	472	485	19	19	12	23	23	25	53	53	55	4	4	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	71	71	32508	99	99	98	466	466	472	23	23	15	27	27	33	49	49	49	1	1	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	55	55	36135	100	100	98	485	485	508	7	7	4	25	25	14	62	62	67	5	5	15
Students with Disabilities	18	18	9991	95	95	88	419	419	449	61	61	33	33	33	36	6	6	29	NA	NA	2
Students without Disabilities	119	119	69009	99	99	100	482	482	495	10	10	6	25	25	22	61	61	62	3	3	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	94	94	37234	99	99	97	472	472	472	18	18	15	27	27	33	52	52	50	3	3	3
Non-Economically Disadvantaged	43	43	41766	98	98	99	477	477	505	14	14	5	26	26	16	58	58	65	2	2	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	137	137	79611	99	99	99	465	465	496	14	14	7	47	47	37	39	39	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	64	39016	100	100	99	483	483	511	8	8	4	44	44	29	48	48	66	NA	NA	1
Male	73	73	40519	97	97	98	449	449	482	19	19	10	51	51	44	30	30	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	71	71	32855	99	99	99	459	459	481	17	17	10	46	46	43	37	37	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	55	55	36380	100	100	99	471	471	511	9	9	4	51	51	30	40	40	65	NA	NA	1
Students with Disabilities	17	17	10664	89	89	94	371	371	440	59	59	23	35	35	54	6	6	22	NA	NA	1
Students without Disabilities	120	120	68947	100	100	100	478	478	504	8	8	4	49	49	34	43	43	61	NA	NA	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	93	93	37626	98	98	98	461	461	479	15	15	10	51	51	45	34	34	45	NA	NA	0
Non-Economically Disadvantaged	44	44	41985	100	100	100	473	473	511	11	11	4	41	41	30	48	48	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	120	120	79327	100	100	98	495	495	518	30	30	19	24	24	20	38	38	46	8	8	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	60	38961	100	100	98	503	503	520	20	20	16	27	27	20	43	43	48	10	10	16
Male	60	60	40295	97	97	97	487	487	516	40	40	21	22	22	19	33	33	44	5	5	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	58	58	32327	100	100	98	482	482	499	36	36	27	31	31	25	29	29	41	3	3	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	53	53	36373	98	98	98	512	512	538	23	23	10	13	13	14	51	51	52	13	13	25
Students with Disabilities	20	20	9321	100	100	87	436	436	467	80	80	54	15	15	22	5	5	21	NA	NA	3
Students without Disabilities	100	100	70006	100	100	100	506	506	524	20	20	14	26	26	19	45	45	49	9	9	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	87	87	37097	98	98	97	487	487	498	34	34	27	25	25	25	34	34	41	6	6	7
Non-Economically Disadvantaged	33	33	42230	100	100	99	517	517	535	18	18	11	21	21	15	48	48	50	12	12	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	121	121	79501	100	100	98	482	482	497	16	16	10	34	34	25	50	50	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	60	39062	100	100	99	489	489	502	8	8	8	33	33	23	57	57	64	2	2	5
Male	61	61	40368	98	98	98	475	475	491	23	23	13	34	34	27	43	43	57	NA	NA	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	58	58	32389	100	100	98	472	472	478	12	12	16	48	48	34	40	40	48	NA	NA	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	53	53	36446	98	98	99	496	496	516	17	17	4	17	17	15	64	64	73	2	2	7
Students with Disabilities	20	20	9411	100	100	88	442	442	453	55	55	36	40	40	36	5	5	26	NA	NA	1
Students without Disabilities	101	101	70090	100	100	100	490	490	502	8	8	7	33	33	24	58	58	65	1	1	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	88	88	37183	99	99	97	476	476	479	16	16	16	38	38	34	47	47	49	NA	NA	1
Non-Economically Disadvantaged	33	33	42318	100	100	99	498	498	513	15	15	5	24	24	17	58	58	70	3	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	120	120	80000	100	100	99	541	541	564	2	2	3	14	14	11	83	83	75	1	1	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	59	39288	100	100	99	558	558	579	NA	NA	2	8	8	6	90	90	77	2	2	16
Male	61	61	40644	98	98	98	525	525	549	3	3	4	20	20	15	77	77	74	NA	NA	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	58	58	32672	100	100	99	538	538	548	2	2	4	16	16	14	83	83	76	NA	NA	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	52	52	36602	96	96	99	547	547	579	2	2	2	12	12	7	85	85	75	2	2	16
Students with Disabilities	20	20	9919	100	100	93	481	481	505	10	10	9	50	50	35	40	40	54	NA	NA	2
Students without Disabilities	100	100	70081	100	100	100	553	553	571	NA	NA	2	7	7	7	92	92	79	1	1	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	88	88	37534	99	99	98	539	539	547	NA	NA	4	15	15	15	85	85	76	NA	NA	5
Non-Economically Disadvantaged	32	32	42466	100	100	100	547	547	578	6	6	2	13	13	7	78	78	75	3	3	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	120	120	78546	100	100	97	522	522	543	22	22	15	25	25	18	49	49	52	4	4	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	66	38645	100	100	98	523	523	545	21	21	13	24	24	18	50	50	54	5	5	15
Male	54	54	39792	98	98	97	521	521	542	22	22	17	26	26	17	48	48	50	4	4	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	54	54	31177	100	100	97	515	515	524	24	24	22	28	28	23	48	48	48	NA	NA	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	51	51	36450	98	98	97	533	533	563	16	16	7	24	24	12	53	53	57	8	8	23
Students with Disabilities	21	21	8093	100	100	82	469	469	489	76	76	50	19	19	24	5	5	23	NA	NA	2
Students without Disabilities	99	99	70453	100	100	100	533	533	549	10	10	11	26	26	17	59	59	56	5	5	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	82	82	34694	98	98	96	520	520	524	22	22	23	27	27	23	46	46	48	5	5	7
Non-Economically Disadvantaged	38	38	43852	100	100	99	527	527	559	21	21	10	21	21	13	55	55	56	3	3	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	120	120	79045	100	100	98	506	506	512	13	13	10	25	25	25	57	57	58	6	6	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	66	38860	100	100	98	509	509	519	12	12	7	24	24	22	58	58	62	6	6	8
Male	54	54	40075	98	98	97	502	502	505	13	13	12	26	26	28	56	56	54	6	6	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	54	54	31314	100	100	98	502	502	493	15	15	16	28	28	34	52	52	48	6	6	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	51	51	36730	98	98	98	516	516	532	10	10	4	20	20	16	63	63	68	8	8	12
Students with Disabilities	21	21	8552	100	100	87	451	451	463	48	48	35	29	29	40	24	24	23	NA	NA	1
Students without Disabilities	99	99	70493	100	100	100	517	517	517	5	5	7	24	24	24	64	64	62	7	7	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	82	82	34922	98	98	96	504	504	493	13	13	15	24	24	34	59	59	48	4	4	3
Non-Economically Disadvantaged	38	38	44123	100	100	99	510	510	527	11	11	6	26	26	18	53	53	66	11	11	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	121	121	79657	100	100	99	556	556	566	5	5	3	7	7	8	87	87	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	66	39120	100	100	99	580	580	580	2	2	2	2	2	4	95	95	92	2	2	2
Male	55	55	40423	100	100	98	526	526	553	9	9	5	15	15	12	76	76	83	NA	NA	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	54	54	31642	100	100	99	553	553	552	6	6	5	6	6	11	87	87	84	2	2	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	52	52	36929	100	100	99	563	563	579	4	4	2	8	8	5	88	88	91	NA	NA	2
Students with Disabilities	21	21	9069	100	100	92	523	523	508	5	5	11	24	24	30	71	71	58	NA	NA	1
Students without Disabilities	100	100	70588	100	100	100	562	562	573	5	5	2	4	4	5	90	90	91	1	1	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	82	82	35341	98	98	97	562	562	551	2	2	5	7	7	12	89	89	83	1	1	0
Non-Economically Disadvantaged	39	39	44316	100	100	100	543	543	578	10	10	2	8	8	5	82	82	90	NA	NA	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	106	106	78400	100	100	97	532	532	554	25	25	21	33	33	19	42	42	47	NA	NA	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	59	38686	100	100	98	530	530	554	25	25	20	36	36	20	39	39	49	NA	NA	12
Male	47	47	39636	96	96	96	534	534	554	26	26	23	30	30	18	45	45	46	NA	NA	13
African American	10	10	4193	100	100	97	NA	NA	533	NA	NA	32	NA	NA	23	NA	NA	40	NA	NA	5
Hispanic	52	52	30732	98	98	97	526	526	534	25	25	31	40	40	24	35	35	40	NA	NA	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	38	38	37038	100	100	97	541	541	575	18	18	11	32	32	14	50	50	56	NA	NA	19
Students with Disabilities	21	21	7840	95	95	81	487	487	498	67	67	60	29	29	18	5	5	20	NA	NA	2
Students without Disabilities	85	85	70560	100	100	99	543	543	560	15	15	17	34	34	19	51	51	50	NA	NA	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	68	68	33014	96	96	95	530	530	534	25	25	31	38	38	24	37	37	40	NA	NA	5
Non-Economically Disadvantaged	38	38	45386	100	100	99	535	535	569	26	26	15	24	24	15	50	50	52	NA	NA	18

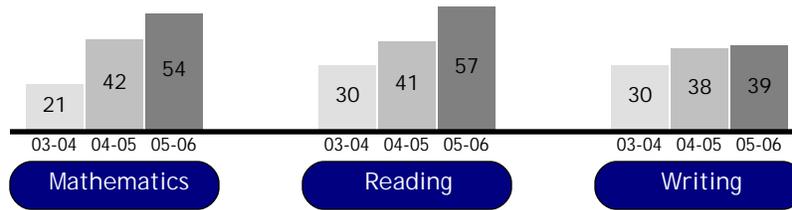
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	106	79179	100	100	98	507	507	519	9	9	11	35	35	27	54	54	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	59	38974	100	100	99	507	507	524	5	5	8	41	41	25	53	53	61	2	2	5
Male	47	47	40124	96	96	97	506	506	513	15	15	13	28	28	28	55	55	54	2	2	4
African American	10	10	4243	100	100	98	NA	NA	506	NA	NA	14	NA	NA	32	NA	NA	51	NA	NA	3
Hispanic	52	52	30987	98	98	98	495	495	498	12	12	17	44	44	36	44	44	45	NA	NA	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	38	38	37467	100	100	98	520	520	539	5	5	5	26	26	17	66	66	70	3	3	8
Students with Disabilities	21	21	8567	95	95	88	466	466	467	38	38	39	38	38	38	24	24	22	NA	NA	1
Students without Disabilities	85	85	70612	100	100	99	517	517	524	2	2	7	34	34	25	61	61	62	2	2	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	68	68	33345	96	96	96	502	502	499	9	9	17	40	40	36	50	50	46	1	1	1
Non-Economically Disadvantaged	38	38	45834	100	100	99	515	515	533	11	11	7	26	26	19	61	61	67	3	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	106	106	79734	100	100	99	551	551	554	5	5	3	12	12	19	83	83	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	59	39243	100	100	99	556	556	568	5	5	2	7	7	12	88	88	85	NA	NA	1
Male	47	47	40413	96	96	98	545	545	541	4	4	4	19	19	26	77	77	70	NA	NA	0
African American	10	10	4285	100	100	99	NA	NA	548	NA	NA	3	NA	NA	22	NA	NA	74	NA	NA	0
Hispanic	52	52	31254	98	98	99	538	538	539	8	8	5	13	13	25	79	79	70	NA	NA	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	38	38	37668	100	100	99	562	562	569	3	3	1	11	11	13	87	87	85	NA	NA	1
Students with Disabilities	21	21	8943	95	95	92	517	517	495	10	10	11	29	29	51	62	62	38	NA	NA	1
Students without Disabilities	85	85	70791	100	100	100	559	559	561	4	4	2	8	8	15	88	88	83	NA	NA	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	68	68	33718	96	96	97	547	547	538	6	6	5	10	10	26	84	84	69	NA	NA	0
Non-Economically Disadvantaged	38	38	46016	100	100	100	558	558	567	3	3	2	16	16	14	82	82	84	NA	NA	1

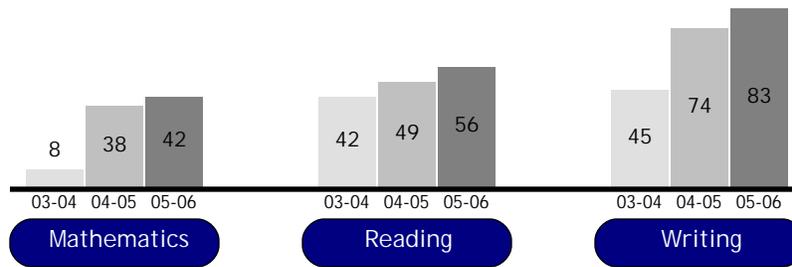
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	--	--	NA	56	100	45	45	48	100	41	41	52
	Language	--	--	31	52	100	43	43	49	100	35	35	52
	Mathematics	--	--	44	61	100	52	52	53	100	52	52	58
5	Reading	96	34	NA	55	98	39	39	50	99	43	43	56
	Language	97	26	26	49	98	36	36	50	99	41	41	54
	Mathematics	97	33	33	63	98	32	32	49	99	37	37	52
6	Reading	98	48	NA	56	99	51	51	51	100	46	46	56
	Language	98	36	36	48	99	46	46	47	100	34	34	50
	Mathematics	98	53	53	66	98	48	48	52	100	37	37	58
7	Reading	100	36	NA	54	99	49	49	50	100	50	50	54
	Language	100	36	36	58	99	46	46	52	100	56	56	58
	Mathematics	100	38	38	62	99	39	39	50	100	46	46	54
8	Reading	99	43	NA	55	100	45	45	51	100	50	50	58
	Language	99	35	35	52	100	39	39	50	100	48	48	56
	Mathematics	99	37	37	61	100	33	33	53	100	43	43	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)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum
- Ü School Improvement
- Ü Gather Information From Community

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
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	22	0	0	0
4 to 6 years	7	1	0	0
7 to 9 years	2	2	0	0
10 or more years	3	1	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	102
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	14%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Three Computer Labs/Network
- Ü Media Studio
- Ü Library
- Ü Gym

Extracurricular Activities

- Ü Student Council
- Ü Band/Choir 5-8
- Ü SEMAA Club 5-8
- Ü National Junior Honor Society
- Ü Boys and Girls Athletics
- Ü Newspaper
- Ü Math and Science Club
- Ü Yearbook

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks
- Ü Counseling Services
- Ü After School Program
- Ü Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü An aligned curriculum has been developed to meet the Arizona Academic Standards and prepare students for AIMS and the Stanford 9 Achievement Tests.
  
- ü Assessment measures for each learning objective in all academic areas have been developed.

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>	87	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 priority. Strict rules are communicated and enforced. Any crimes or incidents that threaten the safety/security of pupils or staff are reported to local law enforcement agencies. A certified nurse & Resource Officer are available.

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) :

20
----

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	Site Council	(520) 466-2352
Transportation Policy	Don Fraley	(520) 466-2370
Community Resources	Dave Ascoli	(520) 466-2352
School Nutrition Programs	Maria Jackson	(520) 466-2462
Parent Organization	Jacque Weddle	(520) 466-2350
Student Health/Nurse	Laura Oliver	(520) 466-2355

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).

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.