

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9401 W. Garfield St., Tolleson, AZ 85353

Tolleson Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	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 Overview

Principal/Administrator : Mr. Juan C. Medrano
 Schedule : 07:45 AM to 04:00 PM
 Grades : Pre-K-8
 Web Address : www.tesd.k12.az.us
 Phone Number : (623) 907-5181
 Fax Number : (623) 936-0649
 E-mail : jmedrano@tesd.k12.az.us

Mission

The mission of P.H. Gonzales Elementary School is to provide a high quality education and promote the personal potential of all students in a safe, secure, and positive school environment.

School / Academic Goals

- ü Increase the number of students meeting or exceeding the Arizona State Standards in reading, mathematics, and writing in grades 2-8.
- ü Provide quality, research based reading instruction and intervention in grades K-3 to assure that students become fluent readers by the end of third grade.
- ü Implement and refine standards-based curriculum maps and quarterly assessments in grades K-8. Utilize assessment results to refine and adjust instructional intervention strategies for all students
- ü Maintain a school culture of mutual respect between students, staff, parents and the community.

Enrollment

October 1, 2005 School Year Student Enrollment : 852
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 112

Instructional Programs

- Ü 'Reading First' School
- Ü Standards-Based Curriculum & Instruction
- Ü Curriculum Maps & Quarterly Assessments
- Ü Full Day Kindergarten
- Ü Olweus Bullying Prevention Program
- Ü Special Education & Gifted Programs
- Ü Uninterrupted Instructional Time Blocks
- Ü Extra-Curricular Academic Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/3/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

P.H. Gonzales is responsible for providing a safe, secure and orderly environment, high quality curriculum directly aligned with the Arizona State Standards, effective classroom instruction, academic intervention and services in addition to the regular school day.

Parents

Parents of P.H. Gonzales are responsible for ensuring that their child attends school regularly and on time, assisting their child with homework, assignments and tests, supporting the school's academic goals and code of conduct, and promoting their child's academic and behavioral success.

Transportation Policy

The school district provides transportation for all pre-K through 2nd grade students within school boundaries.

School Honors

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

Award/Honor	Year
Ü Featured in New York Times	2002
Ü Johns Hopkins Academy Scholarship Recipients	2003
Ü Odyssey of the Mind Regional Winners & Host Campus	2004
Ü A+ School of Excellence Designation	2006

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	96	334	80010	99	97	99	412	416	447	22	22	10	33	30	18	45	46	53	NA	3	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	158	38935	100	94	99	411	413	447	25	25	9	29	31	19	46	42	55	NA	3	17
Male	44	172	40974	98	98	98	413	419	448	18	19	11	39	29	18	43	49	52	NA	3	19
African American	NC	30	4201	NC	88	99	NC	400	430	NC	33	17	NC	37	23	NC	30	51	NC	NA	9
Hispanic	90	250	34545	100	99	99	411	413	432	23	24	14	32	31	24	44	44	53	NA	2	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	NC	41	35142	NC	87	99	NC	437	465	NC	10	5	NC	24	11	NC	56	56	NC	10	28
Students with Disabilities	NC	34	10161	NC	94	93	NC	395	419	NC	41	28	NC	24	28	NC	35	36	NC	NA	8
Students without Disabilities	88	300	69849	99	97	100	414	418	451	20	20	7	33	30	17	47	47	56	NA	3	19
Limited English Proficient Students	30	59	14013	100	100	97	392	396	413	40	39	24	43	39	34	17	22	39	NA	NA	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	83	227	39029	100	96	98	409	410	432	23	26	14	37	33	25	40	39	52	NA	2	9
Non-Economically Disadvantaged	13	107	40981	93	99	100	428	428	462	15	14	6	8	21	13	77	60	54	NA	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	96	333	79438	99	97	98	424	426	451	16	16	9	36	39	24	47	43	56	1	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	158	38775	100	94	99	425	427	457	15	16	7	31	36	22	54	46	58	NA	2	13
Male	44	171	40560	98	97	97	423	426	446	16	15	12	43	42	25	39	41	54	2	2	9
African American	NC	29	4178	NC	85	98	NC	412	439	NC	24	13	NC	48	29	NC	28	52	NC	NA	6
Hispanic	90	250	34297	100	99	98	423	423	434	17	17	14	37	40	31	46	42	50	1	1	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	NC	41	34887	NC	87	98	NC	448	471	NC	7	4	NC	29	15	NC	54	63	NC	10	18
Students with Disabilities	NC	33	9588	NC	92	88	NC	404	416	NC	30	30	NC	39	32	NC	30	34	NC	NA	5
Students without Disabilities	88	300	69850	99	97	100	427	428	456	14	14	7	35	39	23	50	45	59	1	2	12
Limited English Proficient Students	30	59	13856	100	100	96	392	399	407	33	29	27	53	53	43	13	19	29	NA	NA	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	83	227	38685	100	96	97	421	419	435	16	18	14	41	42	32	43	39	50	NA	1	5
Non-Economically Disadvantaged	13	106	40753	93	98	99	448	441	467	15	11	5	8	31	16	69	53	62	8	5	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	93	330	79971	96	96	99	392	404	423	12	10	8	63	54	41	25	34	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	157	38974	98	93	99	399	417	437	8	6	5	61	47	33	31	43	57	NA	3	4
Male	42	169	40895	93	96	98	383	391	410	17	14	10	67	61	47	17	25	41	NA	1	2
African American	NC	31	4203	NC	91	99	NC	387	411	NC	16	11	NC	52	45	NC	29	43	NC	3	2
Hispanic	86	245	34481	97	97	99	392	401	410	12	10	10	64	58	46	24	31	43	NA	0	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	NC	41	35150	NC	87	99	NC	412	437	NC	10	5	NC	44	35	NC	44	56	NC	2	5
Students with Disabilities	NC	34	10258	NC	94	94	NC	359	377	NC	32	23	NC	53	51	NC	15	25	NC	NA	1
Students without Disabilities	85	296	69713	96	96	100	397	409	429	9	7	5	64	54	39	27	36	52	NA	2	3
Limited English Proficient Students	29	58	13985	97	98	97	374	380	382	14	10	18	79	78	54	7	12	27	NA	NA	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	80	224	38994	96	95	98	395	402	409	10	9	10	66	58	47	24	32	41	NA	0	1
Non-Economically Disadvantaged	13	106	40977	93	98	100	373	408	437	23	12	5	46	45	34	31	38	56	NA	5	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	102	303	80147	100	98	99	452	453	482	22	18	11	20	26	17	52	50	49	7	6	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	150	39281	96	95	99	450	454	483	23	19	9	13	24	17	60	52	50	4	5	24
Male	55	152	40780	100	100	98	453	451	482	20	18	12	25	28	17	45	47	48	9	7	24
African American	NC	32	4249	NC	100	99	NC	435	464	NC	34	17	NC	31	22	NC	31	48	NC	3	13
Hispanic	94	242	33494	99	97	99	452	453	466	21	17	15	19	27	23	52	50	49	7	6	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	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	NC	23	36122	NC	88	99	NC	464	501	NC	17	5	NC	13	10	NC	61	50	NC	9	35
Students with Disabilities	13	34	10295	93	94	92	397	400	443	77	74	33	15	12	26	8	15	33	NA	NA	8
Students without Disabilities	89	269	69852	100	99	100	460	459	488	13	12	7	20	28	16	58	54	51	8	7	26
Limited English Proficient Students	22	52	12722	100	100	97	437	434	441	23	21	27	41	48	33	32	29	37	5	2	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	83	171	38371	97	94	97	450	453	465	23	19	15	20	25	23	49	48	49	7	8	13
Non-Economically Disadvantaged	19	132	41776	100	100	100	458	452	498	16	17	6	16	28	11	63	52	49	5	3	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	102	302	79686	100	98	98	438	445	470	25	21	11	30	32	24	43	45	57	1	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	150	39163	96	95	99	440	450	475	23	19	9	30	30	22	47	48	60	NA	3	10
Male	55	151	40438	100	100	97	436	441	465	27	24	13	31	34	25	40	42	54	2	1	7
African American	NC	31	4228	NC	100	98	NC	439	458	NC	32	15	NC	26	28	NC	39	53	NC	3	4
Hispanic	94	242	33299	99	97	98	440	444	452	24	21	17	30	33	32	45	44	47	1	2	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	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	NC	23	35914	NC	88	98	NC	457	489	NC	13	5	NC	30	15	NC	57	67	NC	NA	14
Students with Disabilities	13	33	9808	93	92	87	379	386	432	85	79	35	15	12	32	NA	9	30	NA	NA	3
Students without Disabilities	89	269	69878	100	99	100	447	452	475	17	14	8	33	34	23	49	49	61	1	2	9
Limited English Proficient Students	22	52	12594	100	100	96	412	421	422	45	37	34	41	44	45	9	17	21	5	2	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	83	171	38095	97	94	97	437	446	452	27	23	17	31	29	32	41	45	48	1	2	3
Non-Economically Disadvantaged	19	131	41591	100	100	99	442	445	486	21	18	6	26	35	16	53	45	65	NA	2	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	100	300	80372	98	97	99	450	462	475	9	6	4	38	32	30	52	60	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	150	39452	96	95	99	458	473	488	6	5	3	28	27	22	66	67	72	NA	1	3
Male	53	149	40836	100	99	98	443	452	464	11	8	6	47	38	37	40	53	56	2	1	1
African American	NC	31	4264	NC	100	99	NC	453	465	NC	6	5	NC	42	35	NC	52	59	NC	NA	1
Hispanic	92	240	33608	97	96	99	450	462	462	9	6	6	37	32	36	53	60	57	1	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	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	NC	23	36213	NC	88	99	NC	470	489	NC	9	2	NC	22	22	NC	70	72	NC	NA	3
Students with Disabilities	13	33	10526	93	92	94	354	369	427	46	39	15	54	52	53	NA	9	31	NA	NA	1
Students without Disabilities	87	267	69846	99	98	100	464	473	482	3	2	3	36	30	26	60	66	69	1	1	2
Limited English Proficient Students	22	52	12747	100	100	97	432	445	432	14	8	12	55	50	52	27	40	36	5	2	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	83	170	38521	97	93	98	443	461	461	11	7	6	40	33	38	49	59	55	NA	1	1
Non-Economically Disadvantaged	17	130	41851	100	100	100	483	464	489	NA	5	3	29	32	22	65	62	72	6	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	94	322	79306	100	95	99	484	483	504	22	24	13	26	24	20	43	44	49	10	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	160	38845	100	92	99	482	484	505	14	20	11	38	27	20	45	48	50	2	6	18
Male	52	159	40383	100	96	98	485	483	504	29	28	14	15	19	19	40	42	47	15	11	19
African American	NC	37	4171	NC	100	98	NC	456	485	NC	43	20	NC	30	26	NC	24	44	NC	3	10
Hispanic	86	242	32673	100	93	99	485	486	487	22	20	18	23	24	25	47	49	46	8	7	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	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	NC	27	36234	NC	96	99	NC	499	523	NC	22	6	NC	15	13	NC	37	52	NC	26	28
Students with Disabilities	16	44	10286	94	98	91	432	434	462	75	68	41	19	25	27	6	7	27	NA	NA	5
Students without Disabilities	78	278	69020	100	95	100	494	490	510	12	17	9	27	24	18	50	50	52	12	9	21
Limited English Proficient Students	21	50	10291	95	96	96	465	456	458	38	48	38	24	22	34	29	26	26	10	4	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	75	233	37437	97	94	97	482	480	486	24	27	19	25	21	26	40	45	46	11	7	9
Non-Economically Disadvantaged	19	89	41869	100	98	100	490	490	521	16	16	7	26	30	14	53	43	51	5	11	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	93	320	79000	99	94	98	462	468	489	24	17	10	29	34	24	47	47	58	NA	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	159	38774	100	92	99	463	473	494	19	14	7	31	34	22	50	48	61	NA	4	10
Male	51	158	40150	98	95	98	460	464	485	27	21	12	27	32	25	45	46	55	NA	1	8
African American	NC	36	4153	NC	97	98	NC	455	476	NC	11	13	NC	69	30	NC	19	53	NC	NA	4
Hispanic	86	241	32508	100	93	98	462	468	472	22	18	15	29	31	33	49	49	49	NA	2	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	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	NC	27	36135	NC	96	98	NC	490	508	NC	11	4	NC	22	14	NC	63	67	NC	4	15
Students with Disabilities	15	43	9991	88	96	88	405	419	449	93	72	33	7	19	36	NA	9	29	NA	NA	2
Students without Disabilities	78	277	69009	100	94	100	472	476	495	10	9	6	33	36	22	56	52	62	NA	3	10
Limited English Proficient Students	21	50	10199	95	96	95	437	434	439	48	46	35	29	38	47	24	16	18	NA	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	74	231	37234	96	93	97	459	464	472	27	19	15	28	36	33	45	42	50	NA	2	3
Non-Economically Disadvantaged	19	89	41766	100	98	99	473	479	505	11	12	5	32	27	16	58	57	65	NA	3	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	94	324	79611	100	96	99	472	474	496	18	12	7	34	45	37	48	43	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	161	39016	100	93	99	492	485	511	7	9	4	40	42	29	52	50	66	NA	NA	1
Male	52	160	40519	100	96	98	456	464	482	27	16	10	29	48	44	44	36	46	NA	NA	0
African American	NC	37	4188	NC	100	98	NC	444	486	NC	22	9	NC	46	40	NC	32	50	NC	NA	0
Hispanic	86	243	32855	100	94	99	476	478	481	15	11	10	36	44	43	49	45	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	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	NC	28	36380	NC	100	99	NC	477	511	NC	11	4	NC	54	30	NC	36	65	NC	NA	1
Students with Disabilities	16	44	10664	94	98	94	372	406	440	75	43	23	25	50	54	NA	7	22	NA	NA	1
Students without Disabilities	78	280	68947	100	95	100	492	485	504	6	8	4	36	44	34	58	49	61	NA	NA	1
Limited English Proficient Students	21	50	10362	95	96	97	418	428	438	38	26	22	43	62	57	19	12	21	NA	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	75	234	37626	97	94	98	466	470	479	21	15	10	35	44	45	44	41	45	NA	NA	0
Non-Economically Disadvantaged	19	90	41985	100	99	100	495	485	511	5	7	4	32	47	30	63	47	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	95	285	79327	100	95	98	513	496	518	20	27	19	18	27	20	51	40	46	12	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	139	38961	100	97	98	508	496	520	18	24	16	20	27	20	51	44	48	10	4	16
Male	46	145	40295	98	92	97	519	496	516	22	30	21	15	27	19	50	37	44	13	6	16
African American	NC	26	4247	NC	93	98	NC	486	499	NC	38	27	NC	23	24	NC	38	41	NC	NA	8
Hispanic	88	222	32327	100	94	98	515	495	499	19	28	27	17	26	25	51	41	41	13	5	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	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	NC	22	36373	NC	92	98	NC	510	538	NC	18	10	NC	36	14	NC	36	52	NC	9	25
Students with Disabilities	NC	27	9321	NC	90	87	NC	443	467	NC	74	54	NC	19	22	NC	7	21	NC	NA	3
Students without Disabilities	89	258	70006	100	95	100	518	501	524	17	22	14	17	28	19	54	44	49	12	6	18
Limited English Proficient Students	11	31	9431	100	97	95	489	473	466	45	48	53	18	29	27	27	19	18	9	3	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	78	210	37097	99	94	97	517	498	498	17	27	27	19	25	25	50	42	41	14	7	7
Non-Economically Disadvantaged	17	75	42230	100	97	99	498	491	535	35	28	11	12	35	15	53	36	50	NA	1	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	95	285	79501	100	95	98	483	477	497	13	16	10	32	33	25	55	51	60	1	0	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	138	39062	100	96	99	485	482	502	10	12	8	33	33	23	55	54	64	2	1	5
Male	46	146	40368	98	93	98	481	473	491	15	19	13	30	33	27	54	48	57	NA	NA	3
African American	NC	26	4279	NC	93	99	NC	476	485	NC	12	14	NC	38	30	NC	50	54	NC	NA	2
Hispanic	88	222	32389	100	94	98	483	475	478	13	17	16	33	35	34	53	47	48	1	0	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	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	NC	22	36446	NC	92	99	NC	492	516	NC	9	4	NC	23	15	NC	68	73	NC	NA	7
Students with Disabilities	NC	27	9411	NC	90	88	NC	435	453	NC	52	36	NC	30	36	NC	19	26	NC	NA	1
Students without Disabilities	89	258	70090	100	95	100	485	481	502	11	12	7	30	34	24	57	54	65	1	0	5
Limited English Proficient Students	11	31	9401	100	97	94	449	445	443	27	39	40	55	39	46	18	23	14	NA	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	78	210	37183	99	94	97	486	478	479	10	16	16	35	32	34	54	51	49	1	0	1
Non-Economically Disadvantaged	17	75	42318	100	97	99	470	475	513	24	15	5	18	36	17	59	49	70	NA	NA	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	92	282	80000	98	94	99	571	546	564	3	4	3	5	19	11	78	71	75	13	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	136	39288	100	94	99	579	556	579	2	3	2	2	13	6	81	77	77	15	7	16
Male	45	145	40644	96	92	98	563	537	549	4	4	4	9	26	15	76	65	74	11	6	7
African American	NC	25	4307	NC	89	99	NC	505	551	NC	12	4	NC	32	13	NC	52	75	NC	4	7
Hispanic	86	220	32672	98	94	99	571	550	548	3	3	4	6	18	14	78	71	76	13	7	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	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	NC	22	36602	NC	92	99	NC	544	579	NC	NA	2	NC	27	7	NC	73	75	NC	NA	16
Students with Disabilities	NC	27	9919	NC	90	93	NC	474	505	NC	7	9	NC	63	35	NC	30	54	NC	NA	2
Students without Disabilities	86	255	70081	98	94	100	575	553	571	3	3	2	3	15	7	79	75	79	14	7	12
Limited English Proficient Students	11	31	9571	100	97	96	492	498	502	18	10	10	18	35	29	64	55	60	NA	NA	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	78	210	37534	99	94	98	574	549	547	3	3	4	6	19	15	77	71	76	14	7	5
Non-Economically Disadvantaged	14	72	42466	93	94	100	558	538	578	7	6	2	NA	19	7	86	69	75	7	6	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	73	240	78546	88	92	97	533	523	543	11	17	15	32	32	18	47	44	52	11	7	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	127	38645	96	95	98	538	524	545	2	17	13	40	36	18	42	39	54	16	9	15
Male	30	111	39792	79	86	97	525	522	542	23	18	17	20	26	17	53	50	50	3	5	15
African American	NC	32	4205	NC	89	97	NC	526	524	NC	16	22	NC	28	22	NC	53	49	NC	3	7
Hispanic	65	181	31177	87	92	97	529	520	524	12	19	22	31	31	23	48	43	48	9	7	7
Asian/Pacific Islander	--	NC	1940	--	NC	99	--	NC	580	--	NC	5	--	NC	9	--	NC	53	--	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	NC	19	36450	NC	90	97	NC	541	563	NC	5	7	NC	37	12	NC	47	57	NC	11	23
Students with Disabilities	NC	18	8093	NC	78	82	NC	494	489	NC	33	50	NC	33	24	NC	33	23	NC	NA	2
Students without Disabilities	66	222	70453	94	93	100	536	525	549	8	16	11	32	32	17	48	45	56	12	8	16
Limited English Proficient Students	NC	34	9323	NC	89	94	NC	489	491	NC	44	47	NC	50	28	NC	6	24	NC	NA	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	59	163	34694	89	91	96	532	520	524	12	18	23	31	33	23	46	44	48	12	6	7
Non-Economically Disadvantaged	14	77	43852	82	94	99	538	529	559	7	16	10	36	31	13	50	43	56	7	10	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	69	236	79045	83	90	98	513	503	512	4	9	10	26	29	25	67	58	58	3	3	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	126	38860	93	95	98	522	505	519	5	8	7	19	30	22	74	60	62	2	2	8
Male	27	108	40075	71	84	97	500	501	505	4	10	12	37	29	28	56	57	54	4	4	6
African American	NC	32	4250	NC	89	98	NC	516	500	NC	3	12	NC	22	31	NC	69	54	NC	6	3
Hispanic	61	177	31314	81	90	98	511	498	493	5	11	16	25	31	34	67	56	48	3	2	2
Asian/Pacific Islander	--	NC	1949	--	NC	99	--	NC	536	--	NC	4	--	NC	15	--	NC	66	--	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	NC	19	36730	NC	90	98	NC	512	532	NC	5	4	NC	26	16	NC	68	68	NC	NA	12
Students with Disabilities	NC	14	8552	NC	61	87	NC	469	463	NC	21	35	NC	43	40	NC	36	23	NC	NA	1
Students without Disabilities	66	222	70493	94	93	100	514	505	517	5	9	7	24	28	24	68	60	62	3	3	8
Limited English Proficient Students	NC	32	9355	NC	84	95	NC	461	456	NC	28	37	NC	59	48	NC	13	15	NC	NA	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	56	160	34922	85	89	96	516	503	493	4	8	15	23	30	34	70	59	48	4	3	3
Non-Economically Disadvantaged	13	76	44123	76	93	99	504	502	527	8	13	6	38	28	18	54	57	66	NA	3	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	79	246	79657	95	94	99	560	561	566	5	3	3	9	8	8	84	88	87	3	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	128	39120	98	96	99	578	573	580	2	2	2	9	7	4	84	88	92	5	3	2
Male	35	116	40423	92	90	98	538	549	553	9	3	5	9	8	12	83	89	83	NA	NA	1
African American	NC	32	4290	NC	89	99	NC	573	560	NC	NA	4	NC	6	9	NC	88	86	NC	6	1
Hispanic	71	187	31642	95	95	99	556	556	552	6	4	5	10	9	11	85	88	84	NA	NA	0
Asian/Pacific Islander	--	NC	1948	--	NC	99	--	NC	589	--	NC	1	--	NC	3	--	NC	91	--	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	NC	19	36929	NC	90	99	NC	583	579	NC	NA	2	NC	NA	5	NC	89	91	NC	11	2
Students with Disabilities	12	23	9069	92	100	92	480	494	508	17	9	11	42	39	30	42	52	58	NA	NA	1
Students without Disabilities	67	223	70588	96	93	100	575	568	573	3	2	2	3	4	5	91	91	91	3	2	1
Limited English Proficient Students	10	35	9521	91	92	96	NA	525	507	NA	3	13	NA	23	24	NA	74	63	NA	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	62	166	35341	94	92	97	566	565	551	3	2	5	8	7	12	87	90	83	2	1	0
Non-Economically Disadvantaged	17	80	44316	100	98	100	540	554	578	12	5	2	12	10	5	71	83	90	6	3	2

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	226	78400	95	88	97	567	542	554	11	25	21	22	24	19	52	43	47	16	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	101	38686	94	84	98	563	545	554	7	19	20	27	29	20	59	48	49	7	5	12
Male	39	125	39636	98	91	96	570	539	554	15	30	23	15	20	18	44	40	46	26	10	13
African American	NC	19	4193	NC	83	97	NC	532	533	NC	26	32	NC	26	23	NC	42	40	NC	5	5
Hispanic	77	175	30732	97	88	97	568	544	534	10	25	31	22	23	24	52	44	40	16	9	5
Asian/Pacific Islander	--	NC	1827	--	NC	99	--	NC	594	--	NC	8	--	NC	12	--	NC	49	--	NC	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	NC	25	37038	NC	81	97	NC	540	575	NC	20	11	NC	24	14	NC	48	56	NC	8	19
Students with Disabilities	NC	27	7840	NC	71	81	NC	486	498	NC	74	60	NC	19	18	NC	4	20	NC	4	2
Students without Disabilities	74	199	70560	100	90	99	573	549	560	7	18	17	20	25	19	57	49	50	16	9	14
Limited English Proficient Students	NC	21	8956	NC	95	95	NC	516	502	NC	43	56	NC	33	25	NC	19	18	NC	5	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	66	154	33014	90	87	95	558	539	534	11	23	31	26	27	24	53	45	40	11	5	5
Non-Economically Disadvantaged	17	72	45386	100	90	99	599	548	569	12	29	15	6	17	15	47	40	52	35	14	18

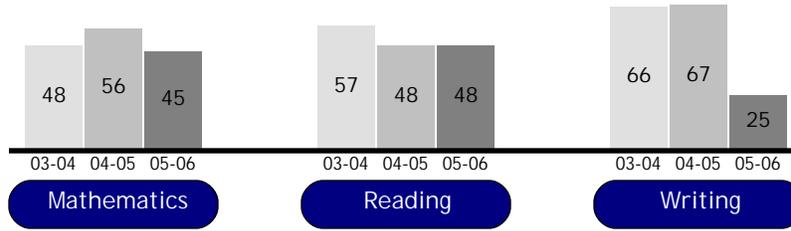
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	225	79179	94	87	98	516	506	519	7	12	11	29	29	27	61	57	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	101	38974	94	84	99	520	514	524	2	7	8	30	28	25	68	64	61	NA	1	5
Male	38	124	40124	95	90	97	511	499	513	13	16	13	29	30	28	53	52	54	5	2	4
African American	NC	19	4243	NC	83	98	NC	497	506	NC	11	14	NC	37	32	NC	53	51	NC	NA	3
Hispanic	76	174	30987	96	88	98	515	505	498	8	13	17	29	28	36	61	57	45	3	2	1
Asian/Pacific Islander	--	NC	1832	--	NC	99	--	NC	543	--	NC	4	--	NC	17	--	NC	69	--	NC	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	NC	25	37467	NC	81	98	NC	520	539	NC	8	5	NC	20	17	NC	68	70	NC	4	8
Students with Disabilities	NC	26	8567	NC	68	88	NC	451	467	NC	46	39	NC	50	38	NC	4	22	NC	NA	1
Students without Disabilities	74	199	70612	100	90	99	520	513	524	7	8	7	24	26	25	66	64	62	3	2	5
Limited English Proficient Students	NC	21	9013	NC	95	95	NC	473	461	NC	38	40	NC	29	48	NC	33	12	NC	NA	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	65	153	33345	89	86	96	511	503	499	6	11	17	34	32	36	60	56	46	NA	1	1
Non-Economically Disadvantaged	17	72	45834	100	90	99	534	512	533	12	14	7	12	22	19	65	60	67	12	4	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	88	233	79734	100	90	99	552	543	554	2	5	3	19	18	19	78	76	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	105	39243	98	88	99	574	567	568	NA	1	2	4	6	12	96	93	85	NA	NA	1
Male	42	128	40413	100	93	98	527	524	541	5	9	4	36	29	26	60	63	70	NA	NA	0
African American	NC	19	4285	NC	83	99	NC	550	548	NC	NA	3	NC	11	22	NC	89	74	NC	NA	0
Hispanic	82	180	31254	100	91	99	552	542	539	2	6	5	18	19	25	79	75	70	NA	NA	0
Asian/Pacific Islander	--	NC	1837	--	NC	99	--	NC	579	--	NC	1	--	NC	9	--	NC	87	--	NC	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	NC	27	37668	NC	87	99	NC	544	569	NC	7	1	NC	19	13	NC	74	85	NC	NA	1
Students with Disabilities	15	33	8943	100	87	92	497	475	495	NA	15	11	67	64	51	33	21	38	NA	NA	1
Students without Disabilities	73	200	70791	100	91	100	563	555	561	3	4	2	10	11	15	88	86	83	NA	NA	0
Limited English Proficient Students	NC	21	9138	NC	95	97	NC	501	492	NC	14	13	NC	33	46	NC	52	40	NC	NA	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	72	161	33718	99	90	97	546	540	538	3	5	5	21	20	26	76	75	69	NA	NA	0
Non-Economically Disadvantaged	16	72	46016	100	90	100	575	552	567	NA	6	2	13	15	14	88	79	84	NA	NA	1

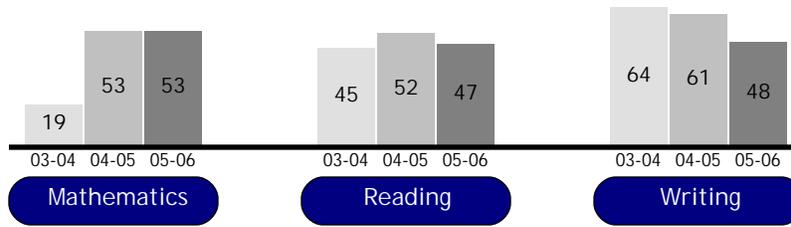
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

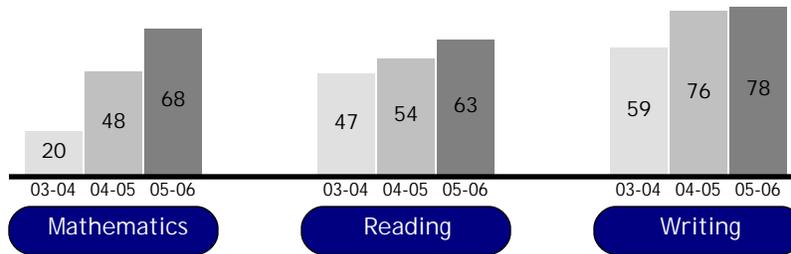
3rd Grade Proficiency



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?	N
	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	100	54	NA	58	96	30	36	47	100	32	30	46
	Language	100	45	36	50	96	34	36	47	100	27	27	48
	Mathematics	100	58	53	64	96	28	35	50	100	21	28	52
3	Reading	100	40	NA	55	100	31	33	44	100	24	25	46
	Language	100	44	41	61	100	33	35	44	100	28	30	46
	Mathematics	100	49	49	61	99	40	41	51	100	28	32	52
4	Reading	99	36	NA	56	100	33	38	48	100	32	37	52
	Language	99	35	33	52	100	37	40	49	100	37	39	52
	Mathematics	99	48	54	61	100	38	44	53	100	41	39	58
5	Reading	100	35	NA	55	99	40	38	50	100	30	37	56
	Language	100	42	39	49	99	44	40	50	100	35	39	54
	Mathematics	100	40	57	63	100	37	36	49	100	37	37	52
6	Reading	100	35	NA	56	99	41	45	51	100	48	44	56
	Language	100	36	36	48	99	39	43	47	100	50	43	50
	Mathematics	100	52	56	66	99	35	43	52	100	54	44	58
7	Reading	100	27	NA	54	94	53	48	50	87	56	50	54
	Language	100	36	42	58	94	53	51	52	98	56	50	58
	Mathematics	100	54	51	62	95	54	52	50	92	43	43	54
8	Reading	91	47	NA	55	99	41	43	51	94	58	48	58
	Language	92	42	39	52	99	51	48	50	100	59	50	56
	Mathematics	92	55	51	61	100	45	45	53	95	59	50	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum and Instruction
- Ü Extracurricular Activities
- Ü School Safety & Discipline
- Ü School Programs
- Ü School Improvement
- Ü Business Partnerships

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	53.00
Other Professional Staff	6.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	48
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Gymnasium
- Ü Computer Lab
- Ü Closed Circuit Media System
- Ü Full-sized library, cafeteria, and stage

Extracurricular Activities

- Ü Comprehensive Sports Program
- Ü K-3 Reading Intervention
- Ü Lego Robotics Club
- Ü National Junior Honor Society
- Ü Odyssey of the Mind Competition
- Ü Yearbook Club, Science Club
- Ü Student Council, Library Club
- Ü Principal's Math Club

Social Services

- Ü On-Site Counseling Services
- Ü On-Site Health & Dental Services
- Ü On-Site School Resource Officer
- Ü Family Counseling (Nuestra Familia)
- Ü Character Education Program
- Ü Community Liaison
- Ü On-Site Recreational & Sports Facilities
- Ü School Uniform Assistance

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 5th consecutive year that students have demonstrated significant increases in the number of students meeting/exceeding state standards in reading, math and writing on the AIMS.

- ü Significant increase in the number of K-3 students reading at or above grade level.

- ü Created and successfully implemented standards-based curriculum maps and quarterly assessments. Maps and assessments subsequently adopted district-wide.

- ü Attained A+ School of Excellence designation in the 2005-06 school year and Performing Plus label in the same year.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	30	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

Full time, on-site school resource officer. School-wide discipline program. Security fencing. Strictly enforced visitor policies and procedures. Firm and consistent enforcement of rules and policies by staff and administration. School uniforms. School emergency response plan. Implementation of Olweus Bullying Prevention Program. High expectations for student behavior combined with clear, consistent consequences for non-compliance with the school's code of conduct.

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) :

2

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	Juan Medrano	(623) 907-5181
Transportation Policy	Dennis Povee	(623) 936-9740
Community Resources	Officer Mike Flores	(623) 907-5181
School Nutrition Programs	Pam Yantorno - Sodexho	(623) 936-9740
Parent Organization	Dawn McAughey - PTA President	(623) 907-5181
Student Health/Nurse	Sheila Johnson, LPN	(623) 907-5181

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

Footnotes

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

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

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

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

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

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

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

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