

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3851 W. Missouri Ave., Phoenix, AZ 85019

Alhambra 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
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Ms. Kathy Davis
 Schedule : 07:30 AM to 04:30 PM
 Grades : 4-8
 Web Address : www.alhambra.k12.az.us
 Phone Number : (602) 347-0232
 Fax Number : (602) 347-9906
 E-mail : kdavis@alhambra.k12.az.us

Mission

We believe that students are our first priority and provide a school climate that allows them to feel safe and value learning. Students are held to high academic standards, as well as encouraged to develop positive self-esteem and respect for others.

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	Out of Improvement

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

School / Academic Goals

- ü Cultivate the partnership between school and community by increasing parental involvement and providing a variety of programs and services to meet the needs of all students and parents.
- ü Provide a safe, productive, nurturing, environment for students and staff that will foster and enhance learning, and encourage appreciation of multicultural diversity.
- ü Improve student achievement in all areas of the curriculum by providing a stimulating and challenging academic program, connecting learning with real-life applications, and focusing on individual abilities and learning styles.
- ü Empower personnel through staff development, enhancing and expanding programs and instruction in order to help all students reach their full potential.

Enrollment

October 1, 2005 School Year Student Enrollment : 825
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 36

Instructional Programs

- ü Collaborative Instruction
- ü English Language Acquisition Program
- ü Extended Day Tutoring
- ü Schoolwide Title I Program
- ü Computer Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The school is responsible to provide a safe environment for learning. Our responsibilities also include maintaining consistent communication with parents and community. Teachers are encouraged to make two positive communications with parents weekly.

Parents

Responsibilities of the parent include providing a place for study at home; getting the child to school regularly and on time; participating as partners in the education of their child; and actively participating on the School Community Council.

Transportation Policy

Bus transportation is authorized for special needs students who require transportation as indicated in their IEPs; students living within one mile of the school where hazardous routes exist and students who live one mile or more from school.

School Honors

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

Award/Honor	Year
ü AASP Administrator of the Year	2006
ü Az Dept of Ed. Spotlight on Success Award	2005
ü ASBA Golden Bell Award-'BRIDGES' Program	2004
ü City of Phoenix Youth Diversity Grant	2004

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	208	1679	80147	97	100	99	465	467	482	14	15	11	24	22	17	51	49	49	11	14	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	102	796	39281	97	100	99	464	469	483	15	13	9	23	22	17	51	50	50	12	15	24
Male	105	881	40780	96	100	98	465	466	482	14	17	12	25	22	17	51	48	48	10	14	24
African American	19	121	4249	100	100	99	450	458	464	26	20	17	21	25	22	47	45	48	5	11	13
Hispanic	148	1273	33494	95	99	99	462	464	466	16	16	15	24	23	23	53	49	49	7	12	14
Asian/Pacific Islander	NC	48	2103	NC	100	99	NC	501	515	NC	6	4	NC	8	8	NC	58	44	NC	27	45
American Indian/Alaskan Native	NC	49	4117	NC	100	96	NC	457	456	NC	18	19	NC	24	27	NC	47	46	NC	10	8
White	27	187	36122	96	99	99	478	487	501	NA	10	5	26	14	10	52	49	50	22	27	35
Students with Disabilities	23	215	10295	77	95	92	431	428	443	30	41	33	43	30	26	26	26	33	NA	3	8
Students without Disabilities	185	1464	69852	100	100	100	469	473	488	12	11	7	21	20	16	54	52	51	12	16	26
Limited English Proficient Students	72	722	12722	94	99	97	447	446	441	25	24	27	31	31	33	40	41	37	4	4	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	172	1423	38371	96	98	97	465	466	465	15	15	15	25	22	23	51	50	49	10	13	13
Non-Economically Disadvantaged	36	256	41776	100	100	100	468	476	498	14	14	6	17	20	11	53	43	49	17	23	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	208	1678	79686	97	100	98	447	451	470	23	20	11	29	30	24	47	45	57	1	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	102	796	39163	97	100	99	454	457	475	18	17	9	26	29	22	55	49	60	1	5	10
Male	105	880	40438	96	99	97	440	446	465	28	24	13	31	31	25	39	42	54	2	3	7
African American	19	121	4228	100	100	98	430	451	458	42	21	15	16	26	28	42	47	53	NA	5	4
Hispanic	148	1271	33299	95	99	98	445	447	452	24	22	17	29	32	32	47	43	47	1	3	3
Asian/Pacific Islander	NC	48	2097	NC	100	99	NC	469	490	NC	10	5	NC	23	13	NC	60	68	NC	6	14
American Indian/Alaskan Native	NC	49	4087	NC	100	96	NC	440	446	NC	24	16	NC	35	38	NC	37	44	NC	4	2
White	27	188	35914	96	99	98	468	477	489	4	10	5	41	23	15	48	57	67	7	11	14
Students with Disabilities	23	214	9808	77	94	87	396	408	432	65	57	35	30	26	32	4	17	30	NA	NA	3
Students without Disabilities	185	1464	69878	100	100	100	452	457	475	17	15	8	29	31	23	52	49	61	2	5	9
Limited English Proficient Students	72	720	12594	94	99	96	420	423	422	38	35	34	43	42	45	19	23	21	NA	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	172	1422	38095	96	98	97	445	449	452	23	21	17	31	31	32	45	45	48	1	3	3
Non-Economically Disadvantaged	36	256	41591	100	100	99	456	463	486	22	17	6	17	26	16	56	48	65	6	9	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	209	1681	80372	98	100	99	452	453	475	8	7	4	42	43	30	50	48	64	0	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	102	796	39452	97	100	99	469	466	488	6	5	3	27	35	22	66	58	72	1	1	3
Male	106	883	40836	97	100	98	435	441	464	10	9	6	56	51	37	34	39	56	NA	0	1
African American	19	120	4264	100	100	99	442	445	465	16	8	5	37	50	35	47	42	59	NA	NA	1
Hispanic	149	1276	33608	96	100	99	452	450	462	8	8	6	41	44	36	50	48	57	1	0	1
Asian/Pacific Islander	NC	47	2098	NC	100	99	NC	475	500	NC	2	2	NC	36	16	NC	55	75	NC	6	7
American Indian/Alaskan Native	NC	50	4128	NC	100	97	NC	448	464	NC	8	4	NC	54	39	NC	38	56	NC	NA	1
White	27	187	36213	96	99	99	460	472	489	4	4	2	48	36	22	48	58	72	NA	2	3
Students with Disabilities	25	218	10526	83	96	94	392	401	427	28	22	15	60	61	53	12	16	31	NA	0	1
Students without Disabilities	184	1463	69846	100	100	100	460	460	482	5	5	3	39	41	26	55	53	69	1	1	2
Limited English Proficient Students	73	724	12747	95	99	97	427	427	432	14	13	12	56	56	52	30	30	36	NA	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	172	1422	38521	96	98	98	454	452	461	7	7	6	42	45	38	51	47	55	1	1	1
Non-Economically Disadvantaged	37	259	41851	100	100	100	444	457	489	14	10	3	41	34	22	46	54	72	NA	1	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	188	1617	79306	97	99	99	497	489	504	16	19	13	23	24	20	44	46	49	16	12	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	765	38845	99	100	99	499	490	505	14	16	11	25	25	20	42	48	50	18	11	18
Male	112	848	40383	96	98	98	496	488	504	17	21	14	22	22	19	46	44	47	15	12	19
African American	18	119	4171	95	98	98	485	477	485	28	29	20	17	24	26	50	41	44	6	7	10
Hispanic	134	1217	32673	96	99	99	494	486	487	16	19	18	25	25	25	45	46	46	15	10	10
Asian/Pacific Islander	NC	39	2147	NC	100	99	NC	525	539	NC	8	5	NC	18	10	NC	41	46	NC	33	40
American Indian/Alaskan Native	NC	52	4034	NC	100	97	NC	487	479	NC	13	22	NC	31	29	NC	50	43	NC	6	7
White	29	188	36234	100	99	99	504	508	523	14	15	6	28	14	13	34	48	52	24	23	28
Students with Disabilities	29	197	10286	85	95	91	447	443	462	45	57	41	41	25	27	14	16	27	NA	2	5
Students without Disabilities	159	1420	69020	99	100	100	506	495	510	11	13	9	20	24	18	50	50	52	19	13	21
Limited English Proficient Students	45	535	10291	92	98	96	458	459	458	36	37	38	38	32	34	24	30	26	2	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	157	1375	37437	98	98	97	494	485	486	17	20	19	24	25	26	44	45	46	15	10	9
Non-Economically Disadvantaged	31	242	41869	94	100	100	512	506	521	10	14	7	19	16	14	45	50	51	26	20	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	188	1617	79000	97	99	98	479	472	489	19	18	10	20	29	24	55	50	58	5	4	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	765	38774	99	100	99	488	476	494	12	13	7	22	31	22	59	52	61	7	4	10
Male	112	848	40150	96	98	98	472	468	485	24	22	12	19	27	25	53	48	55	4	4	8
African American	18	119	4153	95	98	98	475	469	476	28	26	13	17	22	30	44	47	53	11	5	4
Hispanic	134	1217	32508	96	99	98	475	468	472	19	18	15	24	31	33	54	48	49	4	2	3
Asian/Pacific Islander	NC	39	2142	NC	100	99	NC	492	510	NC	10	4	NC	21	14	NC	54	67	NC	15	16
American Indian/Alaskan Native	NC	52	4016	NC	100	96	NC	477	467	NC	8	14	NC	40	37	NC	52	46	NC	NA	2
White	29	188	36135	100	99	98	487	492	508	21	11	4	10	20	14	62	59	67	7	10	15
Students with Disabilities	29	197	9991	85	95	88	423	429	449	66	56	33	17	27	36	14	16	29	3	1	2
Students without Disabilities	159	1420	69009	99	100	100	489	478	495	11	12	6	21	29	22	63	54	62	6	4	10
Limited English Proficient Students	45	535	10199	92	98	95	435	439	439	38	36	35	44	45	47	18	18	18	NA	0	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	157	1375	37234	98	98	97	476	469	472	19	18	15	23	31	33	52	48	50	6	3	3
Non-Economically Disadvantaged	31	242	41766	94	100	99	491	487	505	19	14	5	6	21	16	71	57	65	3	7	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	190	1612	79611	98	99	99	484	472	496	7	11	7	49	51	37	43	38	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	762	39016	99	99	99	507	487	511	1	7	4	41	44	29	57	49	66	1	0	1
Male	114	846	40519	97	98	98	468	459	482	11	15	10	54	57	44	34	28	46	NA	NA	0
African American	19	121	4188	100	100	98	474	462	486	16	15	9	37	45	40	47	40	50	NA	NA	0
Hispanic	135	1211	32855	97	98	99	481	470	481	8	12	10	50	53	43	42	36	47	NA	NA	0
Asian/Pacific Islander	NC	38	2149	NC	97	100	NC	497	519	NC	8	4	NC	37	24	NC	55	70	NC	NA	2
American Indian/Alaskan Native	NC	52	3992	NC	100	96	NC	478	478	NC	8	10	NC	54	46	NC	38	44	NC	NA	0
White	29	188	36380	100	99	99	494	486	511	NA	7	4	59	47	30	38	46	65	3	1	1
Students with Disabilities	31	200	10664	91	96	94	427	411	440	23	36	23	71	56	54	6	9	22	NA	NA	1
Students without Disabilities	159	1412	68947	99	99	100	495	480	504	4	8	4	45	51	34	50	42	61	1	0	1
Limited English Proficient Students	46	531	10362	94	97	97	430	431	438	20	24	22	70	62	57	11	14	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	159	1370	37626	99	98	98	482	470	479	8	12	10	48	52	45	43	36	45	1	0	0
Non-Economically Disadvantaged	31	242	41985	94	100	100	492	480	511	6	9	4	52	46	30	42	45	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	204	1646	79327	97	100	98	527	505	518	15	24	19	18	24	20	50	43	46	18	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	808	38961	97	100	98	522	507	520	13	21	16	19	23	20	53	48	48	14	9	16
Male	99	835	40295	97	100	97	533	502	516	16	26	21	16	25	19	45	38	44	22	10	16
African American	14	114	4247	100	99	98	527	497	499	14	30	27	14	21	24	50	43	41	21	6	8
Hispanic	144	1249	32327	97	100	98	520	501	499	18	25	27	21	26	25	43	42	41	18	8	8
Asian/Pacific Islander	10	43	1939	100	98	99	NA	541	556	NA	9	6	NA	12	10	NA	53	47	NA	26	36
American Indian/Alaskan Native	NC	54	4391	NC	100	96	NC	502	489	NC	28	32	NC	22	27	NC	41	36	NC	9	4
White	30	183	36373	97	100	98	532	530	538	7	13	10	13	17	14	73	51	52	7	19	25
Students with Disabilities	28	198	9321	85	97	87	485	460	467	39	61	54	21	21	22	39	17	21	NA	2	3
Students without Disabilities	176	1448	70006	99	100	100	533	510	524	11	19	14	17	24	19	51	47	49	21	10	18
Limited English Proficient Students	53	531	9431	91	99	95	483	469	466	34	45	53	28	32	27	36	22	18	2	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	171	1405	37097	97	98	97	528	502	498	15	24	27	16	25	25	51	43	41	18	8	7
Non-Economically Disadvantaged	33	241	42230	97	100	99	523	519	535	15	20	11	24	18	15	42	45	50	18	16	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	204	1645	79501	97	100	98	490	479	497	15	18	10	23	32	25	61	49	60	1	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	808	39062	97	100	99	496	485	502	13	15	8	20	31	23	64	52	64	3	2	5
Male	99	834	40368	97	100	98	484	474	491	17	20	13	25	34	27	58	45	57	NA	1	3
African American	14	113	4279	100	98	99	488	479	485	14	18	14	29	33	30	50	47	54	7	3	2
Hispanic	144	1248	32389	97	100	98	485	475	478	19	19	16	24	34	34	55	46	48	1	1	1
Asian/Pacific Islander	10	43	1936	100	98	99	NA	506	519	NA	9	3	NA	12	14	NA	72	73	NA	7	9
American Indian/Alaskan Native	NC	54	4401	NC	100	96	NC	477	473	NC	17	17	NC	39	40	NC	41	43	NC	4	1
White	30	184	36446	97	100	99	506	503	516	3	10	4	17	21	15	80	65	73	NA	5	7
Students with Disabilities	28	199	9411	85	97	88	449	437	453	46	55	36	29	30	36	25	15	26	NA	1	1
Students without Disabilities	176	1446	70090	99	100	100	496	484	502	10	12	7	22	33	24	66	53	65	2	2	5
Limited English Proficient Students	53	530	9401	91	98	94	452	444	443	43	41	40	30	42	46	26	16	14	NA	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	171	1403	37183	97	98	97	489	476	479	15	18	16	23	33	34	61	48	49	1	1	1
Non-Economically Disadvantaged	33	242	42318	97	100	99	497	493	513	15	15	5	21	28	17	61	52	70	3	5	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	205	1644	80000	98	100	99	563	542	564	6	6	3	6	16	11	77	72	75	11	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	808	39288	97	100	99	573	558	579	7	5	2	3	10	6	77	75	77	13	10	16
Male	100	833	40644	98	100	98	552	527	549	6	7	4	9	21	15	76	68	74	9	4	7
African American	14	114	4307	100	99	99	551	536	551	NA	6	4	7	18	13	86	71	75	7	4	7
Hispanic	146	1249	32672	98	100	99	557	538	548	8	7	4	8	17	14	73	71	76	12	6	6
Asian/Pacific Islander	10	43	1945	100	98	99	NA	556	592	NA	5	1	NA	9	4	NA	74	69	NA	12	25
American Indian/Alaskan Native	NC	53	4424	NC	100	97	NC	564	549	NC	2	3	NC	11	14	NC	83	77	NC	4	5
White	29	182	36602	94	99	99	579	569	579	3	3	2	NA	9	7	90	72	75	7	15	16
Students with Disabilities	29	198	9919	88	97	93	516	479	505	17	20	9	10	37	35	72	42	54	NA	1	2
Students without Disabilities	176	1446	70081	99	100	100	570	550	571	5	4	2	5	13	7	77	76	79	13	8	12
Limited English Proficient Students	55	532	9571	95	99	96	509	496	502	20	14	10	16	29	29	58	56	60	5	1	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	171	1402	37534	97	98	98	562	540	547	6	6	4	6	16	15	75	73	76	12	6	5
Non-Economically Disadvantaged	34	242	42466	100	100	100	567	553	578	6	7	2	3	15	7	82	65	75	9	13	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	186	1528	78546	98	99	97	539	529	543	14	20	15	19	22	18	53	50	52	15	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	89	770	38645	97	99	98	541	530	545	12	17	13	20	24	18	54	51	54	13	8	15
Male	96	754	39792	99	100	97	538	528	542	16	24	17	18	19	17	51	48	50	16	10	15
African American	18	104	4205	100	98	97	525	522	524	6	21	22	39	26	22	56	43	49	NA	10	7
Hispanic	127	1136	31177	98	100	97	538	526	524	17	21	22	15	22	23	54	50	48	14	7	7
Asian/Pacific Islander	NC	47	1940	NC	98	99	NC	565	580	NC	9	5	NC	19	9	NC	49	53	NC	23	33
American Indian/Alaskan Native	NC	45	4689	NC	100	95	NC	533	515	NC	13	28	NC	36	25	NC	42	43	NC	9	4
White	29	194	36450	97	99	97	538	545	563	14	16	7	28	15	12	41	53	57	17	16	23
Students with Disabilities	19	172	8093	86	98	82	496	481	489	53	59	50	16	22	24	32	17	23	NA	1	2
Students without Disabilities	167	1356	70453	100	100	100	544	535	549	10	15	11	19	22	17	55	54	56	16	10	16
Limited English Proficient Students	46	478	9323	96	98	94	502	495	491	35	40	47	24	31	28	41	28	24	NA	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	150	1271	34694	97	98	96	537	525	524	15	21	23	19	23	23	53	49	48	13	7	7
Non-Economically Disadvantaged	36	257	43852	100	100	99	550	549	559	11	15	10	17	18	13	53	51	56	19	17	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	185	1529	79045	98	100	98	493	494	512	16	18	10	31	32	25	50	47	58	3	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	88	769	38860	96	99	98	503	500	519	14	14	7	23	30	22	58	52	62	6	5	8
Male	96	756	40075	99	100	97	484	487	505	18	21	12	38	33	28	44	43	54	1	3	6
African American	18	104	4250	100	98	98	488	495	500	22	18	12	17	28	31	61	50	54	NA	4	3
Hispanic	126	1136	31314	97	100	98	489	489	493	18	19	16	31	33	34	48	45	48	2	3	2
Asian/Pacific Islander	NC	47	1949	NC	98	99	NC	516	536	NC	4	4	NC	32	15	NC	53	66	NC	11	15
American Indian/Alaskan Native	NC	45	4719	NC	100	96	NC	489	489	NC	16	15	NC	36	39	NC	47	45	NC	2	2
White	29	195	36730	97	99	98	504	515	532	7	11	4	34	24	16	55	57	68	3	8	12
Students with Disabilities	18	173	8552	82	98	87	446	447	463	50	51	35	44	38	40	6	10	23	NA	1	1
Students without Disabilities	167	1356	70493	100	100	100	498	499	517	12	13	7	29	31	24	55	52	62	4	4	8
Limited English Proficient Students	46	478	9355	96	98	95	452	455	456	37	40	37	50	46	48	13	14	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	149	1271	34922	97	98	96	490	490	493	16	18	15	32	34	34	49	45	48	3	2	3
Non-Economically Disadvantaged	36	258	44123	100	100	99	507	511	527	14	14	6	25	21	18	56	56	66	6	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	187	1529	79657	99	100	99	564	551	566	3	6	3	8	12	8	88	81	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	771	39120	98	99	99	572	564	580	3	4	2	6	8	4	89	87	92	2	1	2
Male	96	754	40423	99	100	98	556	537	553	3	7	5	10	17	12	86	76	83	NA	0	1
African American	19	106	4290	100	100	99	565	553	560	5	8	4	NA	7	9	95	84	86	NA	1	1
Hispanic	127	1137	31642	98	100	99	559	547	552	4	6	5	9	13	11	87	81	84	NA	1	0
Asian/Pacific Islander	NC	47	1948	NC	98	99	NC	568	589	NC	2	1	NC	13	3	NC	81	91	NC	4	4
American Indian/Alaskan Native	NC	44	4760	NC	98	97	NC	561	547	NC	2	5	NC	9	14	NC	89	81	NC	NA	0
White	29	193	36929	97	98	99	573	567	579	NA	2	2	14	13	5	83	83	91	3	2	2
Students with Disabilities	20	174	9069	91	99	92	489	491	508	15	16	11	50	44	30	35	40	58	NA	NA	1
Students without Disabilities	167	1355	70588	100	100	100	572	557	573	2	4	2	3	8	5	94	87	91	1	1	1
Limited English Proficient Students	46	479	9521	96	99	96	527	503	507	9	15	13	13	27	24	78	59	63	NA	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	151	1271	35341	98	98	97	563	548	551	3	6	5	7	13	12	89	81	83	NA	0	0
Non-Economically Disadvantaged	36	258	44316	100	100	100	567	565	578	3	4	2	11	11	5	81	83	90	6	2	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	NC	1549	78400	NC	100	97	NC	537	554	NC	30	21	NC	24	19	NC	38	47	NC	7	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	736	38686	NC	100	98	NC	540	554	NC	27	20	NC	25	20	NC	41	49	NC	7	12
Male	NC	811	39636	NC	100	96	NC	535	554	NC	32	23	NC	24	18	NC	36	46	NC	8	13
African American	--	116	4193	--	100	97	--	523	533	--	42	32	--	22	23	--	30	40	--	5	5
Hispanic	NC	1151	30732	NC	100	97	NC	534	534	NC	31	31	NC	26	24	NC	38	40	NC	5	5
Asian/Pacific Islander	--	38	1827	--	100	99	--	574	594	--	16	8	--	21	12	--	45	49	--	18	31
American Indian/Alaskan Native	--	50	4536	--	98	95	--	537	528	--	30	35	--	24	25	--	40	37	--	6	4
White	NC	192	37038	NC	100	97	NC	561	575	NC	19	11	NC	15	14	NC	46	56	NC	20	19
Students with Disabilities	NC	175	7840	NC	100	81	NC	480	498	NC	76	60	NC	13	18	NC	11	20	NC	NA	2
Students without Disabilities	--	1374	70560	--	100	99	--	544	560	--	24	17	--	26	19	--	42	50	--	8	14
Limited English Proficient Students	--	439	8956	--	98	95	--	505	502	--	52	56	--	31	25	--	16	18	--	0	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	--	1261	33014	--	98	95	--	534	534	--	30	31	--	26	24	--	38	40	--	5	5
Non-Economically Disadvantaged	NC	288	45386	NC	100	99	NC	553	569	NC	27	15	NC	16	15	NC	41	52	NC	17	18

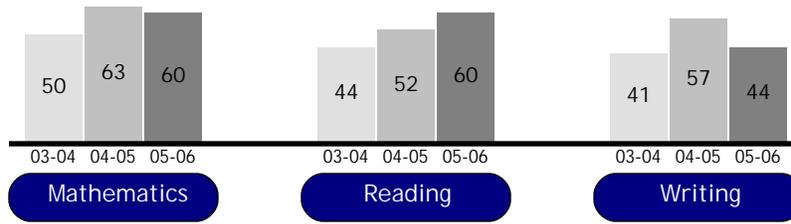
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	1551	79179	NC	100	98	NC	500	519	NC	17	11	NC	37	27	NC	43	58	NC	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	735	38974	NC	100	99	NC	507	524	NC	13	8	NC	34	25	NC	49	61	NC	3	5
Male	NC	814	40124	NC	100	97	NC	495	513	NC	21	13	NC	39	28	NC	38	54	NC	2	4
African American	--	116	4243	--	100	98	--	497	506	--	20	14	--	39	32	--	38	51	--	3	3
Hispanic	NC	1153	30987	NC	100	98	NC	495	498	NC	18	17	NC	40	36	NC	41	45	NC	1	1
Asian/Pacific Islander	--	38	1832	--	100	99	--	527	543	--	5	4	--	37	17	--	45	69	--	13	10
American Indian/Alaskan Native	--	50	4573	--	98	96	--	499	494	--	28	16	--	20	41	--	50	42	--	2	1
White	NC	192	37467	NC	100	98	NC	528	539	NC	13	5	NC	18	17	NC	61	70	NC	8	8
Students with Disabilities	NC	178	8567	NC	100	88	NC	450	467	NC	56	39	NC	35	38	NC	10	22	NC	NA	1
Students without Disabilities	--	1373	70612	--	100	99	--	507	524	--	12	7	--	37	25	--	48	62	--	3	5
Limited English Proficient Students	--	438	9013	--	97	95	--	462	461	--	38	40	--	53	48	--	10	12	--	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	--	1260	33345	--	98	96	--	496	499	--	17	17	--	39	36	--	42	46	--	2	1
Non-Economically Disadvantaged	NC	291	45834	NC	100	99	NC	518	533	NC	16	7	NC	26	19	NC	51	67	NC	7	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	NC	1556	79734	NC	100	99	NC	530	554	NC	5	3	NC	32	19	NC	63	78	NC	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	740	39243	NC	100	99	NC	545	568	NC	3	2	NC	23	12	NC	74	85	NC	NA	1
Male	NC	814	40413	NC	100	98	NC	516	541	NC	7	4	NC	40	26	NC	53	70	NC	NA	0
African American	--	116	4285	--	100	99	--	521	548	--	8	3	--	35	22	--	57	74	--	NA	0
Hispanic	NC	1156	31254	NC	100	99	NC	527	539	NC	5	5	NC	34	25	NC	61	70	NC	NA	0
Asian/Pacific Islander	--	38	1837	--	100	99	--	559	579	--	3	1	--	11	9	--	87	87	--	NA	2
American Indian/Alaskan Native	--	51	4613	--	100	97	--	527	535	--	2	4	--	31	29	--	67	67	--	NA	0
White	NC	193	37668	NC	100	99	NC	548	569	NC	3	1	NC	22	13	NC	75	85	NC	NA	1
Students with Disabilities	NC	177	8943	NC	100	92	NC	470	495	NC	15	11	NC	66	51	NC	19	38	NC	NA	1
Students without Disabilities	--	1379	70791	--	100	100	--	537	561	--	4	2	--	28	15	--	69	83	--	NA	0
Limited English Proficient Students	--	439	9138	--	98	97	--	484	492	--	13	13	--	56	46	--	31	40	--	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	--	1265	33718	--	98	97	--	528	538	--	5	5	--	33	26	--	62	69	--	NA	0
Non-Economically Disadvantaged	NC	291	46016	NC	100	100	NC	537	567	NC	7	2	NC	27	14	NC	66	84	NC	NA	1

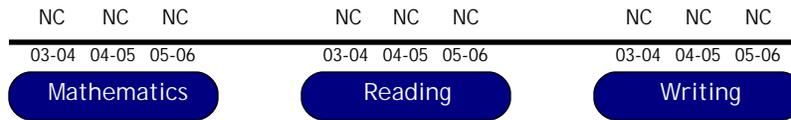
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	94	52	NA	56	97	37	37	48	97	34	37	52
	Language	96	53	50	52	97	43	40	49	98	37	39	52
	Mathematics	95	63	65	61	97	41	45	53	97	46	48	58
5	Reading	97	49	NA	55	84	39	38	50	97	46	41	56
	Language	97	48	51	49	84	41	41	50	98	48	41	54
	Mathematics	96	65	65	63	85	40	40	49	97	44	39	52
6	Reading	94	53	NA	56	95	52	43	51	96	52	43	56
	Language	94	46	45	48	95	49	41	47	96	48	39	50
	Mathematics	92	75	66	66	96	55	46	52	96	59	46	58
7	Reading	NC	NC	NA	54	NC	NC	40	50	97	37	39	54
	Language	NC	NC	56	58	NC	NC	45	52	98	50	46	58
	Mathematics	NC	NC	60	62	NC	NC	42	50	98	48	43	54
8	Reading	NC	NC	NA	55	NC	NC	41	51	NC	NC	44	58
	Language	NC	NC	50	52	NC	NC	45	50	NC	NC	46	56
	Mathematics	NC	NC	60	61	NC	NC	44	53	NC	NC	46	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

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

Council Duties

- Ü School Safety Issues
- Ü Budget
- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü Improvement of Facilities/Grounds
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	60.00
Other Professional Staff	3.00	Teacher Aide	32.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	6	0	0
4 to 6 years	5	7	1	0
7 to 9 years	2	7	0	0
10 or more years	4	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	45
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Multipurpose Auditorium
- Ü Science Lab
- Ü Home Economics Lab

Extracurricular Activities

- Ü Student Council
- Ü Extended School Day Program
- Ü Peer Mediation
- Ü Chorus/Band
- Ü Art Club
- Ü Library Club
- Ü Sports Programs
- Ü Handbell Choir

Social Services

- Ü Day Care
- Ü Parent Education Classes
- Ü Counseling Services
- Ü Health Services
- Ü Volunteer Program
- Ü Breakfast/Lunch Programs

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü A schoolwide Peer Mediation Program has been successfully implemented, allowing students to be more active in the problem-solving process. This program has helped to develop conflict resolution skills and enhance self-esteem in our students.

- ü Extended-day programs have been expanded to include a homework assistance class, several sessions of academic tutoring and a variety of extracurricular classes offered throughout the year, both before and after school.

- ü A series of 'Family Night' activities have been held, increasing the collaboration between teachers, parents, and students. These events include hands-on activities and open dialogue.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	93	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

A major goal of Sevilla West is to provide our students with a safe and positive place for learning. The campus is secured, allowing one entrance through the office for visitors. A school safety committee meets monthly to review safety procedures.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

9

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

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

Contacts

	Name	Phone Number
School Site Council	Kathy Davis	(602) 347-0232
Transportation Policy	Kathy Davis	(602) 347-0232
Community Resources	Jeffrey Kling	(602) 347-0232
School Nutrition Programs	Vivian Lovell	(602) 347-0232
Parent Organization	Robyn Tackacs	(602) 347-0232
Student Health/Nurse	Elecia Sevy	(602) 347-0232

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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