

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

15533 W. Paradise Ln., Surprise, AZ 85374

Paragon Management, Inc.

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	Highly 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. Jeffrey A. Sloggett
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-8
 Web Address : www.pec-eagles.com
 Phone Number : (623) 975-2646
 Fax Number : (623) 975-2841
 E-mail : jeff.sloggett@pec-eagles.com

Mission

Paradise Education Center is committed to providing excellence in education and guiding children to gain confidence in a safe environment that enables students to be successful, caring and knowledgeable members of our community.

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 All regular education students will master 85 percent of the learning standards.
- ü Students will average in the 70th percentile in all areas tested on the AIMS/DPA.
- ü Students will be challenged to make a difference by developing a strong sense of character, based upon proven values.

Enrollment

October 1, 2005 School Year Student Enrollment : 1111
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 1110

Instructional Programs

- Ü Full-day Kindergarten
- Ü Gifted Programs
- Ü Special Education
- Ü ELL
- Ü Music Programs
- Ü Computer Lab
- Ü Spanish
- Ü Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Provide an educational environment that is safe, orderly and challenging. Recognize learning variability by utilizing a variety of teaching strategies. Utilize educational technology. Maintain high academic standards. Communicate with parents.

Parents

Demonstrate positive interest, involvement and support of the educational process. Provide a learning environment for the completion of home- work. Ensure that students are prepared and appropriately dressed for school (School Uniform Policy).

Transportation Policy

Students must be transported by their parents.

School Honors

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

Award/Honor	Year
Ü US West Teacher of the Year State Winner	2000
Ü 2 Teachers - NCLB Goal of 100% Met/Exceeded Standards	2005

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	109	109	80010	100	100	99	442	442	447	6	6	10	23	23	18	60	60	53	11	11	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	51	38935	100	100	99	444	444	447	10	10	9	20	20	19	57	57	55	14	14	17
Male	58	58	40974	100	100	98	440	440	448	3	3	11	26	26	18	62	62	52	9	9	19
African American	10	10	4201	100	100	99	NA	NA	430	NA	NA	17	NA	NA	23	NA	NA	51	NA	NA	9
Hispanic	NC	NC	34545	NC	NC	99	NC	NC	432	NC	NC	14	NC	NC	24	NC	NC	53	NC	NC	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	84	84	35142	100	100	99	447	447	465	2	2	5	21	21	11	64	64	56	12	12	28
Students with Disabilities	15	15	10161	100	100	93	408	408	419	20	20	28	47	47	28	33	33	36	NA	NA	8
Students without Disabilities	94	94	69849	100	100	100	447	447	451	4	4	7	19	19	17	64	64	56	13	13	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	--	--	39029	--	--	98	--	--	432	--	--	14	--	--	25	--	--	52	--	--	9
Non-Economically Disadvantaged	109	109	40981	100	100	100	442	442	462	6	6	6	23	23	13	60	60	54	11	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	103	103	79438	94	94	98	455	455	451	7	7	9	25	25	24	53	53	56	15	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	50	38775	98	98	99	468	468	457	8	8	7	10	10	22	62	62	58	20	20	13
Male	53	53	40560	91	91	97	443	443	446	6	6	12	40	40	25	45	45	54	9	9	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	NC	NC	34297	NC	NC	98	NC	NC	434	NC	NC	14	NC	NC	31	NC	NC	50	NC	NC	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	81	81	34887	96	96	98	458	458	471	6	6	4	23	23	15	57	57	63	14	14	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	94	94	69850	100	100	100	457	457	456	5	5	7	26	26	23	54	54	59	15	15	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	--	--	38685	--	--	97	--	--	435	--	--	14	--	--	32	--	--	50	--	--	5
Non-Economically Disadvantaged	103	103	40753	94	94	99	455	455	467	7	7	5	25	25	16	53	53	62	15	15	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	108	108	79971	99	99	99	427	427	423	6	6	8	43	43	41	46	46	49	5	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	50	38974	98	98	99	450	450	437	4	4	5	28	28	33	58	58	57	10	10	4
Male	58	58	40895	100	100	98	408	408	410	9	9	10	55	55	47	36	36	41	NA	NA	2
African American	10	10	4203	100	100	99	NA	NA	411	NA	NA	11	NA	NA	45	NA	NA	43	NA	NA	2
Hispanic	NC	NC	34481	NC	NC	99	NC	NC	410	NC	NC	10	NC	NC	46	NC	NC	43	NC	NC	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	84	84	35150	100	100	99	433	433	437	2	2	5	44	44	35	49	49	56	5	5	5
Students with Disabilities	15	15	10258	100	100	94	378	378	377	20	20	23	53	53	51	27	27	25	NA	NA	1
Students without Disabilities	93	93	69713	99	99	100	435	435	429	4	4	5	41	41	39	49	49	52	5	5	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	--	--	38994	--	--	98	--	--	409	--	--	10	--	--	47	--	--	41	--	--	1
Non-Economically Disadvantaged	108	108	40977	99	99	100	427	427	437	6	6	5	43	43	34	46	46	56	5	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	146	146	80147	100	100	99	497	497	482	5	5	11	10	10	17	57	57	49	28	28	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	61	39281	100	100	99	501	501	483	2	2	9	8	8	17	59	59	50	31	31	24
Male	85	85	40780	100	100	98	494	494	482	7	7	12	12	12	17	55	55	48	26	26	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	22	22	33494	100	100	99	471	471	466	18	18	15	14	14	23	59	59	49	9	9	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	114	114	36122	100	100	99	500	500	501	3	3	5	11	11	10	57	57	50	30	30	35
Students with Disabilities	22	22	10295	100	100	92	475	475	443	9	9	33	23	23	26	45	45	33	23	23	8
Students without Disabilities	124	124	69852	100	100	100	501	501	488	4	4	7	8	8	16	59	59	51	29	29	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	--	--	38371	--	--	97	--	--	465	--	--	15	--	--	23	--	--	49	--	--	13
Non-Economically Disadvantaged	146	146	41776	100	100	100	497	497	498	5	5	6	10	10	11	57	57	49	28	28	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	143	143	79686	98	98	98	490	490	470	3	3	11	12	12	24	78	78	57	7	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	59	39163	97	97	99	497	497	475	2	2	9	8	8	22	83	83	60	7	7	10
Male	84	84	40438	99	99	97	486	486	465	4	4	13	14	14	25	75	75	54	7	7	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	21	21	33299	95	95	98	470	470	452	10	10	17	19	19	32	71	71	47	NA	NA	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	112	112	35914	98	98	98	493	493	489	2	2	5	12	12	15	78	78	67	9	9	14
Students with Disabilities	19	19	9808	86	86	87	491	491	432	NA	NA	35	21	21	32	63	63	30	16	16	3
Students without Disabilities	124	124	69878	100	100	100	490	490	475	3	3	8	10	10	23	81	81	61	6	6	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	--	--	38095	--	--	97	--	--	452	--	--	17	--	--	32	--	--	48	--	--	3
Non-Economically Disadvantaged	143	143	41591	98	98	99	490	490	486	3	3	6	12	12	16	78	78	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	146	146	80372	100	100	99	489	489	475	2	2	4	22	22	30	73	73	64	3	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	61	39452	100	100	99	504	504	488	NA	NA	3	15	15	22	80	80	72	5	5	3
Male	85	85	40836	100	100	98	478	478	464	4	4	6	27	27	37	67	67	56	2	2	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	22	22	33608	100	100	99	475	475	462	9	9	6	23	23	36	64	64	57	5	5	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	114	114	36213	100	100	99	492	492	489	1	1	2	21	21	22	75	75	72	4	4	3
Students with Disabilities	22	22	10526	100	100	94	445	445	427	9	9	15	55	55	53	36	36	31	NA	NA	1
Students without Disabilities	124	124	69846	100	100	100	497	497	482	1	1	3	16	16	26	79	79	69	4	4	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	--	--	38521	--	--	98	--	--	461	--	--	6	--	--	38	--	--	55	--	--	1
Non-Economically Disadvantaged	146	146	41851	100	100	100	489	489	489	2	2	3	22	22	22	73	73	72	3	3	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	121	121	79306	100	100	99	513	513	504	8	8	13	16	16	20	55	55	49	21	21	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	70	38845	100	100	99	515	515	505	7	7	11	16	16	20	56	56	50	21	21	18
Male	51	51	40383	100	100	98	510	510	504	10	10	14	16	16	19	55	55	47	20	20	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	12	12	32673	100	100	99	516	516	487	NA	NA	18	17	17	25	67	67	46	17	17	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	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	95	95	36234	100	100	99	513	513	523	8	8	6	16	16	13	54	54	52	22	22	28
Students with Disabilities	21	21	10286	100	100	91	457	457	462	29	29	41	52	52	27	19	19	27	NA	NA	5
Students without Disabilities	100	100	69020	100	100	100	525	525	510	4	4	9	8	8	18	63	63	52	25	25	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	--	--	37437	--	--	97	--	--	486	--	--	19	--	--	26	--	--	46	--	--	9
Non-Economically Disadvantaged	121	121	41869	100	100	100	513	513	521	8	8	7	16	16	14	55	55	51	21	21	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	109	109	79000	90	90	98	508	508	489	1	1	10	15	15	24	71	71	58	14	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	64	38774	91	91	99	511	511	494	2	2	7	13	13	22	72	72	61	14	14	10
Male	45	45	40150	88	88	98	503	503	485	NA	NA	12	18	18	25	69	69	55	13	13	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	12	12	32508	100	100	98	511	511	472	NA	NA	15	8	8	33	75	75	49	17	17	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	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	86	86	36135	91	91	98	506	506	508	1	1	4	16	16	14	71	71	67	12	12	15
Students with Disabilities	10	10	9991	48	48	88	NA	NA	449	NA	NA	33	NA	NA	36	NA	NA	29	NA	NA	2
Students without Disabilities	99	99	69009	99	99	100	512	512	495	NA	NA	6	11	11	22	74	74	62	15	15	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	--	--	37234	--	--	97	--	--	472	--	--	15	--	--	33	--	--	50	--	--	3
Non-Economically Disadvantaged	109	109	41766	90	90	99	508	508	505	1	1	5	15	15	16	71	71	65	14	14	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	121	121	79611	100	100	99	517	517	496	2	2	7	24	24	37	73	73	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	70	39016	100	100	99	529	529	511	NA	NA	4	19	19	29	80	80	66	1	1	1
Male	51	51	40519	100	100	98	501	501	482	6	6	10	31	31	44	63	63	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	12	12	32855	100	100	99	506	506	481	8	8	10	NA	NA	43	92	92	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	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	95	95	36380	100	100	99	517	517	511	2	2	4	26	26	30	71	71	65	1	1	1
Students with Disabilities	21	21	10664	100	100	94	458	458	440	14	14	23	52	52	54	33	33	22	NA	NA	1
Students without Disabilities	100	100	68947	100	100	100	530	530	504	NA	NA	4	18	18	34	81	81	61	1	1	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	--	--	37626	--	--	98	--	--	479	--	--	10	--	--	45	--	--	45	--	--	0
Non-Economically Disadvantaged	121	121	41985	100	100	100	517	517	511	2	2	4	24	24	30	73	73	65	1	1	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	114	114	79327	99	99	98	539	539	518	6	6	19	10	10	20	62	62	46	22	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	62	38961	98	98	98	538	538	520	5	5	16	10	10	20	58	58	48	27	27	16
Male	52	52	40295	100	100	97	540	540	516	8	8	21	10	10	19	67	67	44	15	15	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	12	12	32327	100	100	98	547	547	499	NA	NA	27	8	8	25	75	75	41	17	17	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	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	95	95	36373	99	99	98	537	537	538	7	7	10	11	11	14	60	60	52	22	22	25
Students with Disabilities	10	10	9321	91	91	87	NA	NA	467	NA	NA	54	NA	NA	22	NA	NA	21	NA	NA	3
Students without Disabilities	104	104	70006	100	100	100	544	544	524	3	3	14	8	8	19	66	66	49	23	23	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	--	--	37097	--	--	97	--	--	498	--	--	27	--	--	25	--	--	41	--	--	7
Non-Economically Disadvantaged	114	114	42230	99	99	99	539	539	535	6	6	11	10	10	15	62	62	50	22	22	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	112	112	79501	97	97	98	527	527	497	NA	NA	10	7	7	25	82	82	60	11	11	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	62	39062	98	98	99	527	527	502	NA	NA	8	5	5	23	89	89	64	6	6	5
Male	50	50	40368	96	96	98	527	527	491	NA	NA	13	10	10	27	74	74	57	16	16	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	12	12	32389	100	100	98	521	521	478	NA	NA	16	NA	NA	34	92	92	48	8	8	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	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	93	93	36446	97	97	99	527	527	516	NA	NA	4	9	9	15	81	81	73	11	11	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	104	104	70090	100	100	100	530	530	502	NA	NA	7	4	4	24	85	85	65	12	12	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	--	37183	--	--	97	--	--	479	--	--	16	--	--	34	--	--	49	--	--	1
Non-Economically Disadvantaged	112	112	42318	97	97	99	527	527	513	NA	NA	5	7	7	17	82	82	70	11	11	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	115	115	80000	100	100	99	595	595	564	NA	NA	3	3	3	11	78	78	75	19	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	63	39288	100	100	99	608	608	579	NA	NA	2	2	2	6	71	71	77	27	27	16
Male	52	52	40644	100	100	98	580	580	549	NA	NA	4	4	4	15	87	87	74	10	10	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	12	12	32672	100	100	99	596	596	548	NA	NA	4	NA	NA	14	83	83	76	17	17	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	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	96	96	36602	100	100	99	594	594	579	NA	NA	2	3	3	7	77	77	75	20	20	16
Students with Disabilities	11	11	9919	100	100	93	547	547	505	NA	NA	9	18	18	35	82	82	54	NA	NA	2
Students without Disabilities	104	104	70081	100	100	100	600	600	571	NA	NA	2	1	1	7	78	78	79	21	21	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	--	--	37534	--	--	98	--	--	547	--	--	4	--	--	15	--	--	76	--	--	5
Non-Economically Disadvantaged	115	115	42466	100	100	100	595	595	578	NA	NA	2	3	3	7	78	78	75	19	19	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	104	104	78546	100	100	97	565	565	543	4	4	15	11	11	18	63	63	52	22	22	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	57	38645	100	100	98	571	571	545	4	4	13	14	14	18	54	54	54	28	28	15
Male	47	47	39792	100	100	97	558	558	542	4	4	17	6	6	17	74	74	50	15	15	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	NC	NC	31177	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	23	NC	NC	48	NC	NC	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	86	86	36450	100	100	97	564	564	563	5	5	7	9	9	12	64	64	57	22	22	23
Students with Disabilities	11	11	8093	92	92	82	494	494	489	36	36	50	36	36	24	27	27	23	NA	NA	2
Students without Disabilities	93	93	70453	100	100	100	574	574	549	NA	NA	11	8	8	17	68	68	56	25	25	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	--	--	34694	--	--	96	--	--	524	--	--	23	--	--	23	--	--	48	--	--	7
Non-Economically Disadvantaged	104	104	43852	100	100	99	565	565	559	4	4	10	11	11	13	63	63	56	22	22	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	101	101	79045	97	97	98	539	539	512	NA	NA	10	11	11	25	75	75	58	14	14	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	55	38860	96	96	98	543	543	519	NA	NA	7	11	11	22	71	71	62	18	18	8
Male	46	46	40075	98	98	97	534	534	505	NA	NA	12	11	11	28	80	80	54	9	9	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	NC	NC	31314	NC	NC	98	NC	NC	493	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	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	83	83	36730	97	97	98	539	539	532	NA	NA	4	11	11	16	75	75	68	14	14	12
Students with Disabilities	NC	NC	8552	NC	NC	87	NC	NC	463	NC	NC	35	NC	NC	40	NC	NC	23	NC	NC	1
Students without Disabilities	93	93	70493	100	100	100	542	542	517	NA	NA	7	8	8	24	77	77	62	15	15	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	--	--	34922	--	--	96	--	--	493	--	--	15	--	--	34	--	--	48	--	--	3
Non-Economically Disadvantaged	101	101	44123	97	97	99	539	539	527	NA	NA	6	11	11	18	75	75	66	14	14	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	104	104	79657	100	100	99	590	590	566	2	2	3	NA	NA	8	93	93	87	5	5	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	57	39120	100	100	99	601	601	580	2	2	2	NA	NA	4	91	91	92	7	7	2
Male	47	47	40423	100	100	98	576	576	553	2	2	5	NA	NA	12	96	96	83	2	2	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	NC	NC	31642	NC	NC	99	NC	NC	552	NC	NC	5	NC	NC	11	NC	NC	84	NC	NC	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	86	86	36929	100	100	99	588	588	579	2	2	2	NA	NA	5	94	94	91	3	3	2
Students with Disabilities	11	11	9069	92	92	92	534	534	508	9	9	11	NA	NA	30	91	91	58	NA	NA	1
Students without Disabilities	93	93	70588	100	100	100	597	597	573	1	1	2	NA	NA	5	94	94	91	5	5	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	--	--	35341	--	--	97	--	--	551	--	--	5	--	--	12	--	--	83	--	--	0
Non-Economically Disadvantaged	104	104	44316	100	100	100	590	590	578	2	2	2	NA	NA	5	93	93	90	5	5	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	101	101	78400	100	100	97	557	557	554	15	15	21	19	19	19	59	59	47	7	7	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	47	38686	100	100	98	562	562	554	15	15	20	19	19	20	57	57	49	9	9	12
Male	54	54	39636	100	100	96	554	554	554	15	15	23	19	19	18	61	61	46	6	6	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	21	21	30732	100	100	97	554	554	534	19	19	31	19	19	24	57	57	40	5	5	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	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	68	68	37038	100	100	97	560	560	575	15	15	11	18	18	14	59	59	56	9	9	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	93	93	70560	100	100	99	560	560	560	14	14	17	17	17	19	61	61	50	8	8	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	--	--	33014	--	--	95	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Non-Economically Disadvantaged	101	101	45386	100	100	99	557	557	569	15	15	15	19	19	15	59	59	52	7	7	18

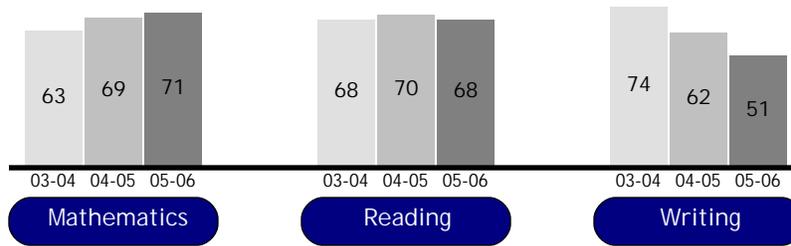
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	100	79179	100	100	98	531	531	519	4	4	11	20	20	27	73	73	58	3	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	47	38974	100	100	99	536	536	524	2	2	8	21	21	25	74	74	61	2	2	5
Male	53	53	40124	98	98	97	527	527	513	6	6	13	19	19	28	72	72	54	4	4	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	21	21	30987	100	100	98	537	537	498	10	10	17	5	5	36	81	81	45	5	5	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	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	67	67	37467	100	100	98	531	531	539	1	1	5	22	22	17	73	73	70	3	3	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	93	93	70612	100	100	99	532	532	524	4	4	7	19	19	25	73	73	62	3	3	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	--	--	33345	--	--	96	--	--	499	--	--	17	--	--	36	--	--	46	--	--	1
Non-Economically Disadvantaged	100	100	45834	100	100	99	531	531	533	4	4	7	20	20	19	73	73	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	101	101	79734	100	100	99	551	551	554	1	1	3	18	18	19	81	81	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	47	39243	100	100	99	566	566	568	2	2	2	4	4	12	94	94	85	NA	NA	1
Male	54	54	40413	100	100	98	537	537	541	NA	NA	4	30	30	26	70	70	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	21	21	31254	100	100	99	538	538	539	5	5	5	24	24	25	71	71	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	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	68	68	37668	100	100	99	554	554	569	NA	NA	1	18	18	13	82	82	85	NA	NA	1
Students with Disabilities	NC	NC	8943	NC	NC	92	NC	NC	495	NC	NC	11	NC	NC	51	NC	NC	38	NC	NC	1
Students without Disabilities	93	93	70791	100	100	100	552	552	561	1	1	2	15	15	15	84	84	83	NA	NA	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	--	--	33718	--	--	97	--	--	538	--	--	5	--	--	26	--	--	69	--	--	0
Non-Economically Disadvantaged	101	101	46016	100	100	100	551	551	567	1	1	2	18	18	14	81	81	84	NA	NA	1

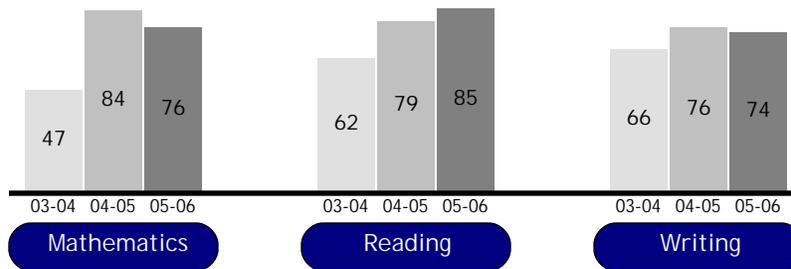
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

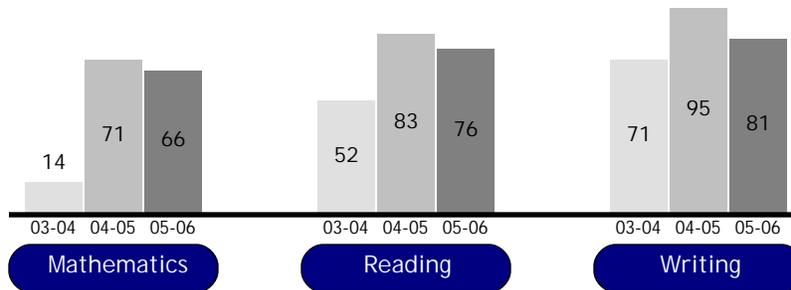
3rd Grade Proficiency



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.

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
2	Reading	98	59	NA	58	99	52	52	47	100	59	59	46
	Language	99	54	54	50	99	53	53	47	100	70	70	48
	Mathematics	99	72	72	64	99	60	60	50	100	68	68	52
3	Reading	95	59	NA	55	100	50	50	44	94	50	50	46
	Language	94	63	63	61	100	51	51	44	100	46	46	46
	Mathematics	95	58	58	61	100	52	52	51	100	48	48	52
4	Reading	95	72	NA	56	100	58	58	48	98	67	67	52
	Language	99	64	64	52	100	64	64	49	100	70	70	52
	Mathematics	98	76	76	61	100	65	65	53	100	68	68	58
5	Reading	99	64	NA	55	99	63	63	50	90	72	72	56
	Language	97	61	61	49	99	63	63	50	100	72	72	54
	Mathematics	99	68	68	63	99	61	61	49	100	59	59	52
6	Reading	100	64	NA	56	99	67	67	51	97	75	75	56
	Language	100	54	54	48	99	63	63	47	100	68	68	50
	Mathematics	100	70	70	66	99	63	63	52	99	72	72	58
7	Reading	96	63	NA	54	98	61	61	50	97	72	72	54
	Language	96	68	68	58	98	64	64	52	100	72	72	58
	Mathematics	96	65	65	62	97	58	58	50	100	67	67	54
8	Reading	98	61	NA	55	98	64	64	51	99	67	67	58
	Language	100	61	61	52	98	61	61	50	100	58	58	56
	Mathematics	98	59	59	61	98	58	58	53	100	56	56	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü School Uniforms

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	7.00	Teacher	54.00
Other Professional Staff	3.00	Teacher Aide	7.75

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	4	0	0
4 to 6 years	14	3	0	0
7 to 9 years	8	4	0	0
10 or more years	7	6	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	110
Teachers with Emergency Certification.	27
Percent of teachers in the school with Emergency/Provisional Certification	44%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Athletic Fields
- Ü Computer Lab
- Ü Auditorium/Gym

Extracurricular Activities

- Ü Band
- Ü Student Council
- Ü Chorus
- Ü Athletics
- Ü National Junior Honor Society
- Ü Guitar
- Ü Karate

Social Services

- Ü Before School Program
- Ü After School Program
- Ü Counseling Services

School Achievements/Accomplishments 2005-06

ü Paradise Education Center is a North Central Association (NCA) accredited school.

ü All classrooms are connected to the internet.

ü Maintain classroom enrollment at 26 students per classroom.

Student Activity Rates for School Year 2005-06

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

We maintain a fenced perimeter with visitor and volunteer sign-in through the office. We use picture ID badges for all staff. We maintain ongoing training on safety issues. We use alarms and have regular safety drills.

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) :

0

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	Dr. Patrick Schrader	(623) 975-2646
Transportation Policy		
Community Resources	Jeff Sloggett	(623) 975-2751
School Nutrition Programs	Jeff Sloggett	(623) 975-2751
Parent Organization	Denise Sloggett	(623) 975-2646
Student Health/Nurse	Ann Lacey	(623) 975-2751

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.