

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

738 S Longmore, Mesa, AZ 85202

Mesa Unified 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.

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 Overview

Principal/Administrator : Ms. Devon L. Isherwood
 Schedule : 07:15 AM to 03:45 PM
 Grades : Pre-K-6
 Web Address :
 Phone Number : (480) 472-4300
 Fax Number : (480) 472-4350
 E-mail : dlisherw@mpsaz.org

Mission

Adams School is an inclusive, safe, loving environment where everyone is treated with dignity and respect and diversity is appreciated. We believe all children want to be and can be successful learners. We empower parents, students and teachers to be proactive, problem solve and learn together. As their child's first teacher, partnerships with parents are important to ensure optimal progress. Our high expectations ensure all students become readers, writers, thinkers, problem solvers and doers.

School / Academic Goals

- Ü Literacy: Ensure that all students become fluent readers, decoding with comprehension; competent writers in all genres, able to express their knowledge, understanding and feelings; and competent users of language to communicate with others.
- Ü Mathematics: Ensure that all students learn to understand, compute and use mathematical principles, operations and skills to solve mathematical problems quickly and accurately.
- Ü Science: Ensure that all students experience real science with opportunities to use inquiry and the scientific method to experience and understand scientific phenomena and learn scientific content.
- Ü Character Education:
All students will develop self control, compassion, learn social skills and conflict resolution. Students will learn to access higher- order thinking to create solutions and to respond to life's situations rather than react.

Enrollment

October 1, 2005 School Year Student Enrollment : 912
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 201

Instructional Programs

- Comprehensive K-6 Program
- Conscious Discipline/Character Education
- Family Literacy
- Early Learning Program
- Head Start
- Comprehensive Literacy Program
- Guided Language Acquisition Design
- Structured English Immersion

Calendar Information

Number of Instruction Days :	175
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	9/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We work with parents to support student success by having high standards and expectations; providing a safe, loving learning environment; regularly communicating with parents; providing a family resource center; and holding family events and classes.

Parents

Parents support children's success by working with the classroom teacher and school staff; having positive attitudes about school and learning; reading to and with children daily; providing time and place for homework; ensuring children come to school on time and ready to learn.

Transportation Policy

Busing is provided for students living more than a mile from their assigned school. Busing is not provided for open enrollment students. Special transportation for special education students is addressed in the IEP.

School Honors

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

Award/Honor	Year
• Chase Manhattan School Change Award	2000
• Veora E. Johnson Spirit of Unity Award	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	122	5547	80010	98	98	99	440	453	447	12	8	10	16	16	18	58	56	53	13	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	2719	38935	98	98	99	443	452	447	8	8	9	15	17	19	69	56	55	8	19	17
Male	60	2828	40974	97	98	98	438	453	448	17	8	11	18	15	18	47	55	52	18	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	77	2182	34545	97	98	99	442	434	432	8	12	14	17	23	24	60	56	53	16	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	12	226	3979	100	97	96	438	436	424	25	14	17	8	23	30	58	51	47	8	11	6
White	21	2783	35142	95	98	99	433	469	465	24	4	5	14	9	11	57	55	56	5	31	28
Students with Disabilities	17	645	10161	89	90	93	395	419	419	47	27	28	41	30	28	6	36	36	6	7	8
Students without Disabilities	105	4902	69849	99	99	100	448	457	451	7	5	7	12	14	17	67	58	56	14	22	19
Limited English Proficient Students	37	877	14013	97	97	97	417	415	413	14	20	24	30	33	34	54	44	39	3	2	3
Migrant Students	NC	37	603	NC	93	96	NC	418	417	NC	19	22	NC	43	32	NC	27	42	NC	11	4
Economically Disadvantaged	105	3005	39029	98	97	98	437	437	432	12	11	14	19	22	25	57	57	52	11	10	9
Non-Economically Disadvantaged	17	2542	40981	94	99	100	463	472	462	12	4	6	NA	9	13	65	54	54	24	33	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	120	5457	79438	96	97	98	437	457	451	15	7	9	26	21	24	56	60	56	3	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	2686	38775	98	97	99	444	463	457	10	5	7	23	19	22	65	62	58	3	14	13
Male	58	2770	40560	94	96	97	430	452	446	21	8	12	29	23	25	47	58	54	3	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	76	2140	34297	96	96	98	440	437	434	13	11	14	24	31	31	61	54	50	3	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	11	218	3940	92	94	95	422	443	429	27	10	14	18	27	36	55	57	47	NA	6	3
White	21	2744	34887	95	97	98	436	475	471	19	3	4	29	13	15	48	65	63	5	19	18
Students with Disabilities	15	557	9588	79	77	88	382	420	416	67	24	30	27	32	32	7	38	34	NA	5	5
Students without Disabilities	105	4900	69850	99	99	100	445	461	456	8	5	7	26	20	23	63	62	59	4	13	12
Limited English Proficient Students	36	846	13856	95	93	96	410	411	407	25	22	27	39	44	43	36	34	29	NA	0	1
Migrant Students	NC	35	600	NC	88	96	NC	422	418	NC	17	22	NC	43	38	NC	40	39	NC	NA	2
Economically Disadvantaged	103	2946	38685	96	95	97	433	441	435	17	10	14	28	29	32	53	55	50	2	5	5
Non-Economically Disadvantaged	17	2511	40753	94	98	99	466	477	467	6	3	5	12	12	16	71	65	62	12	20	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	122	5524	79971	98	98	99	406	415	423	14	8	8	44	46	41	41	44	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	2715	38974	98	98	99	422	429	437	6	5	5	42	40	33	52	53	57	NA	2	4
Male	60	2808	40895	97	97	98	390	402	410	22	11	10	47	53	47	30	35	41	2	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	77	2166	34481	97	97	99	411	399	410	13	12	10	40	53	46	47	35	43	NA	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	12	224	3995	100	97	96	395	403	409	17	11	10	50	50	47	33	38	42	NA	0	1
White	21	2779	35150	95	98	99	395	429	437	19	5	5	43	41	35	33	52	56	5	2	5
Students with Disabilities	17	645	10258	89	90	94	330	373	377	35	20	23	65	54	51	NA	24	25	NA	1	1
Students without Disabilities	105	4879	69713	99	99	100	419	420	429	10	6	5	41	45	39	48	46	52	1	2	3
Limited English Proficient Students	37	865	13985	97	95	97	376	371	382	27	22	18	46	56	54	27	22	27	NA	0	0
Migrant Students	NC	37	608	NC	93	97	NC	397	389	NC	8	16	NC	62	50	NC	30	33	NC	NA	0
Economically Disadvantaged	105	2986	38994	98	97	98	404	401	409	14	11	10	46	52	47	40	36	41	NA	1	1
Non-Economically Disadvantaged	17	2538	40977	94	99	100	421	432	437	12	4	5	35	40	34	47	53	56	6	3	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	117	5739	80147	100	98	99	465	498	482	13	6	11	28	13	17	49	48	49	10	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	2849	39281	100	99	99	458	498	483	9	5	9	38	13	17	50	49	50	4	33	24
Male	61	2889	40780	100	98	98	470	497	482	16	7	12	20	12	17	48	48	48	16	32	24
African American	13	252	4249	100	98	99	472	478	464	8	11	17	15	19	22	62	51	48	15	19	13
Hispanic	64	2106	33494	100	98	99	455	479	466	19	9	15	28	18	23	45	55	49	8	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	14	239	4117	100	98	96	467	472	456	NA	10	19	43	25	27	57	50	46	NA	15	8
White	22	2998	36122	100	98	99	489	514	501	5	4	5	23	8	10	50	44	50	23	44	35
Students with Disabilities	13	657	10295	100	90	92	421	451	443	46	25	33	23	27	26	31	38	33	NA	10	8
Students without Disabilities	104	5082	69852	100	99	100	470	503	488	9	4	7	29	11	16	51	50	51	12	35	26
Limited English Proficient Students	30	640	12722	100	96	97	435	449	441	30	19	27	47	31	33	20	45	37	3	5	3
Migrant Students	NC	37	622	NC	100	97	NC	465	454	NC	19	19	NC	27	30	NC	38	43	NC	16	8
Economically Disadvantaged	98	2944	38371	100	97	97	462	480	465	15	9	15	28	18	23	47	52	49	10	20	13
Non-Economically Disadvantaged	19	2795	41776	100	99	100	479	516	498	NA	3	6	32	7	11	58	45	49	11	45	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	114	5655	79686	99	97	98	443	478	470	17	7	11	37	21	24	46	61	57	NA	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	2823	39163	100	98	99	442	482	475	15	6	9	44	19	22	42	63	60	NA	12	10
Male	59	2831	40438	98	96	97	445	474	465	19	9	13	31	22	25	51	60	54	NA	10	7
African American	13	248	4228	100	96	98	453	465	458	23	11	15	15	23	28	62	61	53	NA	4	4
Hispanic	62	2071	33299	97	96	98	431	458	452	26	12	17	40	30	32	34	54	47	NA	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	14	236	4087	100	97	96	447	454	446	NA	10	16	64	40	38	36	49	44	NA	1	2
White	22	2959	35914	100	97	98	470	495	489	NA	3	5	18	13	15	82	67	67	NA	17	14
Students with Disabilities	10	571	9808	77	78	87	NA	440	432	NA	25	35	NA	35	32	NA	35	30	NA	5	3
Students without Disabilities	104	5084	69878	100	99	100	447	482	475	13	5	8	36	19	23	51	64	61	NA	12	9
Limited English Proficient Students	27	617	12594	90	93	96	412	425	422	41	31	34	48	46	45	11	23	21	NA	0	0
Migrant Students	NC	34	611	NC	92	95	NC	448	439	NC	18	22	NC	44	39	NC	35	37	NC	3	2
Economically Disadvantaged	95	2879	38095	97	95	97	442	462	452	19	11	17	36	29	32	45	55	48	NA	5	3
Non-Economically Disadvantaged	19	2776	41591	100	98	99	453	495	486	5	3	6	42	13	16	53	67	65	NA	17	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	117	5728	80372	100	98	99	448	476	475	8	3	4	45	31	30	47	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	2841	39452	100	99	99	457	487	488	5	2	3	41	22	22	54	73	72	NA	3	3
Male	61	2887	40836	100	98	98	440	464	464	10	4	6	49	39	37	41	56	56	NA	1	1
African American	13	249	4264	100	97	99	471	470	465	8	4	5	31	38	35	62	57	59	NA	2	1
Hispanic	64	2102	33608	100	98	99	436	460	462	13	6	6	48	38	36	39	55	57	NA	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	14	239	4128	100	98	97	467	462	464	NA	3	4	43	48	39	57	49	56	NA	NA	1
White	22	2995	36213	100	98	99	463	487	489	NA	2	2	41	24	22	59	72	72	NA	3	3
Students with Disabilities	13	651	10526	100	89	94	384	428	427	31	13	15	54	53	53	15	32	31	NA	2	1
Students without Disabilities	104	5077	69846	100	99	100	456	481	482	5	2	3	44	28	26	51	68	69	NA	2	2
Limited English Proficient Students	30	637	12747	100	96	97	406	421	432	23	16	12	37	52	52	40	32	36	NA	NA	0
Migrant Students	NC	37	621	NC	100	97	NC	450	452	NC	14	9	NC	38	40	NC	49	51	NC	NA	0
Economically Disadvantaged	98	2941	38521	100	97	98	445	462	461	9	5	6	46	38	38	45	56	55	NA	1	1
Non-Economically Disadvantaged	19	2787	41851	100	99	100	463	491	489	NA	1	3	42	23	22	58	73	72	NA	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	111	5603	79306	100	98	99	478	518	504	21	9	13	26	15	20	50	50	49	3	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2724	38845	100	98	99	480	518	505	12	8	11	37	16	20	48	51	50	4	26	18
Male	59	2879	40383	100	97	98	476	517	504	29	10	14	17	14	19	53	50	47	2	26	19
African American	11	240	4171	100	98	98	458	494	485	36	15	20	36	23	26	27	50	44	NA	12	10
Hispanic	76	2000	32673	100	98	99	479	496	487	20	14	18	25	22	25	53	52	46	3	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	11	232	4034	100	98	97	480	493	479	NA	15	22	55	27	29	45	48	43	NA	10	7
White	12	2974	36234	100	98	99	492	535	523	25	4	6	NA	9	13	67	49	52	8	37	28
Students with Disabilities	15	622	10286	100	87	91	436	469	462	60	32	41	33	27	27	7	34	27	NA	7	5
Students without Disabilities	96	4981	69020	100	99	100	485	523	510	15	6	9	25	14	18	57	52	52	3	28	21
Limited English Proficient Students	26	601	10291	100	95	96	453	462	458	46	34	38	31	33	34	19	31	26	4	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	95	2874	37437	100	97	97	477	499	486	23	13	19	24	21	26	49	51	46	3	14	9
Non-Economically Disadvantaged	16	2729	41869	100	98	100	485	538	521	6	4	7	38	9	14	56	49	51	NA	39	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	110	5547	79000	99	97	98	463	496	489	16	7	10	34	20	24	49	62	58	1	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2710	38774	100	98	99	468	501	494	10	5	7	38	19	22	52	63	61	NA	12	10
Male	58	2837	40150	98	96	98	459	492	485	22	9	12	29	21	25	47	61	55	2	9	8
African American	11	238	4153	100	97	98	456	481	476	9	11	13	55	24	30	36	61	53	NA	4	4
Hispanic	75	1963	32508	99	96	98	463	476	472	19	12	15	32	31	33	48	53	49	1	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	11	228	4016	100	97	96	463	474	467	9	11	14	45	32	37	45	54	46	NA	4	2
White	12	2962	36135	100	97	98	478	513	508	8	3	4	17	12	14	75	69	67	NA	16	15
Students with Disabilities	14	569	9991	93	79	88	427	456	449	36	22	33	64	36	36	NA	39	29	NA	3	2
Students without Disabilities	96	4978	69009	100	99	100	469	500	495	14	5	6	29	19	22	56	65	62	1	12	10
Limited English Proficient Students	26	573	10199	100	91	95	438	441	439	46	33	35	31	46	47	19	20	18	4	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	94	2829	37234	99	96	97	462	478	472	18	11	15	34	29	33	47	55	50	1	4	3
Non-Economically Disadvantaged	16	2718	41766	100	98	99	473	515	505	6	2	5	31	11	16	63	69	65	NA	18	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	111	5609	79611	100	98	99	468	490	496	10	7	7	55	43	37	35	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2732	39016	100	98	99	480	505	511	6	4	4	54	34	29	40	61	66	NA	1	1
Male	59	2877	40519	100	97	98	458	476	482	14	9	10	56	51	44	31	40	46	NA	1	0
African American	11	236	4188	100	96	98	467	480	486	9	9	9	64	45	40	27	44	50	NA	2	0
Hispanic	76	2001	32855	100	98	99	465	470	481	12	11	10	51	51	43	37	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	11	231	3992	100	98	96	481	477	478	NA	8	10	64	52	46	36	40	44	NA	NA	0
White	12	2984	36380	100	98	99	479	504	511	8	4	4	58	36	30	33	59	65	NA	1	1
Students with Disabilities	15	639	10664	100	89	94	422	437	440	40	21	23	40	56	54	20	20	22	NA	4	1
Students without Disabilities	96	4970	68947	100	99	100	476	496	504	5	5	4	57	41	34	38	54	61	NA	0	1
Limited English Proficient Students	26	599	10362	100	95	97	412	415	438	35	30	22	50	56	57	15	14	21	NA	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	95	2874	37626	100	97	98	466	472	479	12	10	10	53	51	45	36	38	45	NA	1	0
Non-Economically Disadvantaged	16	2735	41985	100	99	100	481	508	511	NA	3	4	69	34	30	31	63	65	NA	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	85	5505	79327	100	98	98	497	531	518	27	12	19	25	16	20	41	50	46	7	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2626	38961	100	98	98	508	532	520	21	11	16	18	17	20	54	51	48	8	21	16
Male	46	2875	40295	100	98	97	488	531	516	33	13	21	30	16	19	30	48	44	7	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	60	1926	32327	100	98	98	501	510	499	25	18	27	27	23	25	42	49	41	7	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	NC	2984	36373	NC	99	98	NC	549	538	NC	7	10	NC	11	14	NC	51	52	NC	31	25
Students with Disabilities	12	587	9321	100	89	87	443	473	467	75	44	54	17	23	22	8	27	21	NA	5	3
Students without Disabilities	73	4918	70006	100	99	100	506	537	524	19	8	14	26	15	19	47	53	49	8	24	18
Limited English Proficient Students	23	525	9431	100	95	95	467	475	466	52	40	53	22	30	27	22	29	18	4	1	1
Migrant Students	NC	37	635	NC	90	94	NC	490	488	NC	30	31	NC	24	29	NC	43	36	NC	3	4
Economically Disadvantaged	75	2687	37097	100	97	97	495	511	498	31	18	27	21	21	25	43	49	41	5	11	7
Non-Economically Disadvantaged	10	2818	42230	100	99	99	NA	550	535	NA	6	11	NA	11	15	NA	50	50	NA	32	24

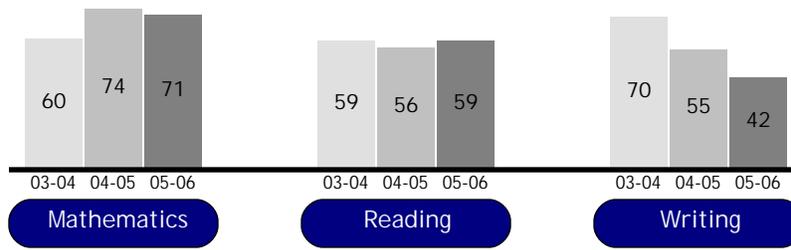
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	5447	79501	99	97	98	478	506	497	12	6	10	39	20	25	48	68	60	1	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2606	39062	100	98	99	489	510	502	8	5	8	31	19	23	62	70	64	NA	6	5
Male	45	2837	40368	98	97	98	468	503	491	16	8	13	47	22	27	36	66	57	2	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	59	1887	32389	98	96	98	478	488	478	8	10	16	42	31	34	49	58	48	NA	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	NC	2973	36446	NC	98	99	NC	521	516	NC	4	4	NC	12	15	NC	76	73	NC	8	7
Students with Disabilities	11	532	9411	92	80	88	427	461	453	45	28	36	55	34	36	NA	34	26	NA	4	1
Students without Disabilities	73	4915	70090	100	99	100	485	510	502	7	4	7	37	19	24	55	72	65	1	6	5
Limited English Proficient Students	22	496	9401	96	90	94	452	450	443	32	28	40	45	51	46	23	20	14	NA	1	0
Migrant Students	NC	35	642	NC	85	95	NC	475	465	NC	11	24	NC	43	41	NC	43	35	NC	3	0
Economically Disadvantaged	74	2646	37183	99	96	97	475	489	479	14	10	16	38	29	34	49	59	49	NA	2	1
Non-Economically Disadvantaged	10	2801	42318	100	98	99	NA	522	513	NA	3	5	NA	12	17	NA	76	70	NA	9	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	84	5492	80000	99	98	99	527	565	564	8	3	3	18	10	11	70	77	75	4	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	2626	39288	97	98	99	556	580	579	5	2	2	8	5	6	82	78	77	5	15	16
Male	46	2862	40644	100	97	98	502	552	549	11	4	4	26	14	15	61	76	74	2	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	59	1917	32672	98	97	99	535	548	548	8	4	4	12	13	14	76	77	76	3	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	NC	2977	36602	NC	98	99	NC	578	579	NC	2	2	NC	8	7	NC	77	75	NC	14	16
Students with Disabilities	12	585	9919	100	88	93	434	497	505	17	11	9	67	34	35	17	51	54	NA	5	2
Students without Disabilities	72	4907	70081	99	99	100	542	572	571	7	2	2	10	7	7	79	80	79	4	11	12
Limited English Proficient Students	23	517	9571	100	93	96	474	490	502	17	14	10	35	29	29	48	56	60	NA	2	1
Migrant Students	NC	37	654	NC	90	97	NC	529	534	NC	8	7	NC	14	16	NC	78	74	NC	NA	3
Economically Disadvantaged	74	2675	37534	99	97	98	524	547	547	8	4	4	19	14	15	70	77	76	3	5	5
Non-Economically Disadvantaged	10	2817	42466	100	99	100	NA	582	578	NA	1	2	NA	7	7	NA	77	75	NA	15	16

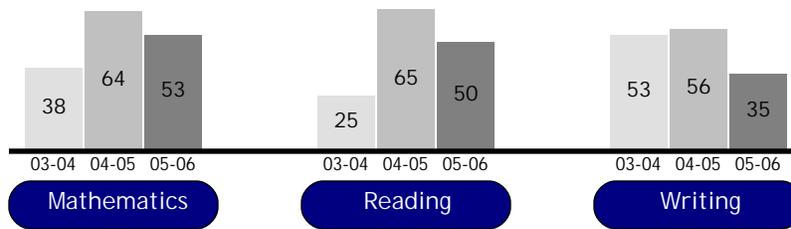
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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	83	45	NA	58	100	43	50	47	98	34	50	46
	Language	93	37	53	50	100	48	49	47	98	35	50	48
	Mathematics	95	49	71	64	100	47	54	50	98	44	56	52
3	Reading	91	38	NA	55	100	34	50	44	96	34	52	46
	Language	92	45	63	61	100	33	49	44	98	35	48	46
	Mathematics	93	54	66	61	100	49	55	51	98	41	56	52
4	Reading	94	33	NA	56	97	35	52	48	97	32	58	52
	Language	99	32	55	52	97	38	52	49	100	37	58	52
	Mathematics	99	46	68	61	97	43	59	53	100	43	67	58
5	Reading	97	35	NA	55	94	42	55	50	100	35	61	56
	Language	98	30	55	49	94	44	55	50	100	30	59	54
	Mathematics	98	60	71	63	93	41	54	49	100	32	59	52
6	Reading	95	47	NA	56	99	45	58	51	98	41	63	56
	Language	98	35	55	48	99	40	54	47	99	35	58	50
	Mathematics	96	61	76	66	99	52	62	52	99	41	68	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)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Academic Goals
- Ü Student Discipline, School Safety Issues
- Ü Budget Priorities
- Ü Attendance and Tardy Policy
- Ü Homework Policy
- Ü Quality Service

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	44.00
Other Professional Staff	2.50	Teacher Aide	26.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	3	0	0
4 to 6 years	6	4	0	0
7 to 9 years	3	2	0	0
10 or more years	10	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	81
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 Labs
- Ü Media Center
- Ü Gym
- Ü Music Rooms

Extracurricular Activities

- Ü Student Council
- Ü Homework Clubs
- Ü Chorus
- Ü Learning Circles

Social Services

- Ü Adult Literacy Education
- Ü After School Programs
- Ü Tutoring Programs
- Ü Counseling Services
- Ü Family Resource Center

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	89	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

Adams Agreements: Be Respectful, Be Responsible, Be Kind, Be Helpful, Be Safe. We use Conscious Discipline to teach the skills needed to successfully manage life tasks, forming relationships, communicating effectively, problem solving, compassion, getting along with others and anger management, helpfulness, assertiveness, impulse control, cooperation and empathy. Every adult's job is to keep students safe and the students' job is to help keep it that way. Safety is the bottom line.

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	D. Isherwood	(480) 472-4300
Transportation Policy	Community Relations	(480) 472-0000
Community Resources	D. Isherwood	(480) 472-4300
School Nutrition Programs	Jean Freeman	(480) 472-4368
Parent Organization		
Student Health/Nurse	Trish Fitzgerald	(480) 472-4364

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.

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.