



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

415 North Westwood Road, Mesa, AZ 85201

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 Plus
2004-05 Underperforming
2003-04 Performing

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

School Overview

Principal/Administrator : Mrs. Brenda L. Hacker
Schedule : 08:00 AM to 04:00 PM
Grades : K-6
Web Address : www.mpsaz.org/emerson/
Phone Number : (480) 472-4700
Fax Number : (480) 472-4744
E-mail : blhacker@mpsaz.org

Mission

Emerson is a traditional neighborhood school. We service a diverse community where great people come together to provide high quality education and a welcome atmosphere. Our school wide 'Make Your Day' program promotes citizenship and personal responsibility.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

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

School / Academic Goals

- Emerson's goal is for students to be challenged and show growth. Teachers' goals are to increase students' scores by 1% from previous years' scores in reading, math, and writing. Progress will be measured by AIMS, Terra Nova & District CRT's.
Individual grade-level goals are listed below. First grade reading and math scores will be measured by District Criterion-Referenced Tests. Students' writing will be assessed by District Writing Samples. These scores will show at least a 1% growth.

Enrollment

October 1, 2005 School Year Student Enrollment : 946
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 No
Number of Students Attending Under Open Enrollment in 2005-06 : 75

Instructional Programs

- Accelerated Reader Program
- Hands-on Science
- Title I (Classroom Instructional Aides)
- IMac Computer Lab
- Compass Learning Lab
- Excel Math
- Reading Intervention Lab

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Emerson seeks to provide a physically and emotionally safe environment to promote high levels of student achievement. We also provide communication between home and school through newsletters, PTO, Site Council, phone calls and parent conferences. On-site translators and a community liaison are also available during normal school hours to assist parents with special needs.

Parents

Parents are expected to attend conferences, school activities, read newsletters and other important material brought home by their child, to review homework daily, encourage good attendance, and ensure that students arrive and leave school on time.

Transportation Policy

Emerson is a 100% walking school. This means that none of our students ride a bus to school unless they are in self-contained special education classes and require transportation as per their IEP. Busing is not provided for open enrollment students.

School Honors

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

Award/Honor	Year
• Widely Recognized Bell Choir	
• Award Winning Band and Orchestra	
• Rodel Teacher of the Year	2004
• Walmart Teacher of the Year	2003

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	127	5547	80010	99	98	99	437	453	447	9	8	10	23	16	18	56	56	53	13	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	2719	38935	100	98	99	438	452	447	10	8	9	21	17	19	56	56	55	13	19	17
Male	57	2828	40974	98	98	98	436	453	448	7	8	11	25	15	18	56	55	52	12	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	83	2182	34545	99	98	99	425	434	432	11	12	14	27	23	24	59	56	53	4	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	NC	226	3979	NC	97	96	NC	436	424	NC	14	17	NC	23	30	NC	51	47	NC	11	6
White	32	2783	35142	100	98	99	472	469	465	3	4	5	13	9	11	44	55	56	41	31	28
Students with Disabilities	NC	645	10161	NC	90	93	NC	419	419	NC	27	28	NC	30	28	NC	36	36	NC	7	8
Students without Disabilities	121	4902	69849	100	99	100	438	457	451	8	5	7	21	14	17	57	58	56	13	22	19
Limited English Proficient Students	47	877	14013	100	97	97	417	415	413	15	20	24	34	33	34	49	44	39	2	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	99	97	98	432	437	432	9	11	14	24	22	25	62	57	52	6	10	9
Non-Economically Disadvantaged	22	2542	40981	100	99	100	463	472	462	9	4	6	18	9	13	27	54	54	45	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	126	5457	79438	98	97	98	439	457	451	7	7	9	37	21	24	50	60	56	6	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	2686	38775	99	97	99	448	463	457	3	5	7	35	19	22	55	62	58	7	14	13
Male	57	2770	40560	98	96	97	429	452	446	12	8	12	40	23	25	44	58	54	4	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	82	2140	34297	98	96	98	426	437	434	9	11	14	48	31	31	43	54	50	1	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	NC	218	3940	NC	94	95	NC	443	429	NC	10	14	NC	27	36	NC	57	47	NC	6	3
White	32	2744	34887	100	97	98	476	475	471	6	3	4	9	13	15	66	65	63	19	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	121	4900	69850	100	99	100	440	461	456	7	5	7	36	20	23	51	62	59	6	13	12
Limited English Proficient Students	46	846	13856	98	93	96	417	411	407	11	22	27	61	44	43	28	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	104	2946	38685	98	95	97	434	441	435	7	10	14	42	29	32	47	55	50	4	5	5
Non-Economically Disadvantaged	22	2511	40753	100	98	99	464	477	467	9	3	5	14	12	16	64	65	62	14	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	124	5524	79971	97	98	99	408	415	423	8	8	8	53	46	41	38	44	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	2715	38974	100	98	99	425	429	437	4	5	5	46	40	33	49	53	57	1	2	4
Male	54	2808	40895	93	97	98	387	402	410	13	11	10	63	53	47	24	35	41	NA	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	80	2166	34481	95	97	99	397	399	410	11	12	10	60	53	46	29	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	NC	224	3995	NC	97	96	NC	403	409	NC	11	10	NC	50	47	NC	38	42	NC	0	1
White	32	2779	35150	100	98	99	437	429	437	3	5	5	31	41	35	63	52	56	3	2	5
Students with Disabilities	NC	645	10258	NC	90	94	NC	373	377	NC	20	23	NC	54	51	NC	24	25	NC	1	1
Students without Disabilities	118	4879	69713	98	99	100	409	420	429	8	6	5	53	45	39	38	46	52	1	2	3
Limited English Proficient Students	47	865	13985	100	95	97	383	371	382	15	22	18	66	56	54	19	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	102	2986	38994	96	97	98	403	401	409	7	11	10	59	52	47	33	36	41	1	1	1
Non-Economically Disadvantaged	22	2538	40977	100	99	100	434	432	437	14	4	5	27	40	34	59	53	56	NA	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	147	5739	80147	100	98	99	477	498	482	8	6	11	20	13	17	52	48	49	20	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	2849	39281	100	99	99	474	498	483	10	5	9	20	13	17	54	49	50	16	33	24
Male	78	2889	40780	100	98	98	480	497	482	6	7	12	19	12	17	51	48	48	23	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	87	2106	33494	100	98	99	458	479	466	11	9	15	23	18	23	60	55	49	6	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	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	41	2998	36122	98	98	99	516	514	501	2	4	5	15	8	10	32	44	50	51	44	35
Students with Disabilities	21	657	10295	95	90	92	441	451	443	19	25	33	52	27	26	24	38	33	5	10	8
Students without Disabilities	126	5082	69852	100	99	100	483	503	488	6	4	7	14	11	16	57	50	51	22	35	26
Limited English Proficient Students	43	640	12722	100	96	97	446	449	441	16	19	27	28	31	33	53	45	37	2	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	119	2944	38371	98	97	97	468	480	465	9	9	15	23	18	23	57	52	49	11	20	13
Non-Economically Disadvantaged	28	2795	41776	100	99	100	518	516	498	4	3	6	7	7	11	32	45	49	57	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	145	5655	79686	99	97	98	458	478	470	16	7	11	32	21	24	48	61	57	4	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	2823	39163	100	98	99	460	482	475	14	6	9	26	19	22	58	63	60	1	12	10
Male	76	2831	40438	97	96	97	456	474	465	17	9	13	38	22	25	38	60	54	7	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	86	2071	33299	100	96	98	439	458	452	23	12	17	45	30	32	30	54	47	1	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	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	40	2959	35914	95	97	98	499	495	489	3	3	5	8	13	15	78	67	67	13	17	14
Students with Disabilities	19	571	9808	86	78	87	426	440	432	26	25	35	58	35	32	16	35	30	NA	5	3
Students without Disabilities	126	5084	69878	100	99	100	463	482	475	14	5	8	29	19	23	52	64	61	5	12	9
Limited English Proficient Students	42	617	12594	98	93	96	424	425	422	38	31	34	52	46	45	7	23	21	2	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	117	2879	38095	97	95	97	448	462	452	19	11	17	38	29	32	42	55	48	2	5	3
Non-Economically Disadvantaged	28	2776	41591	100	98	99	501	495	486	4	3	6	11	13	16	71	67	65	14	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	144	5728	80372	98	98	99	463	476	475	3	3	4	40	31	30	55	64	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	2841	39452	97	99	99	477	487	488	1	2	3	28	22	22	70	73	72	NA	3	3
Male	77	2887	40836	99	98	98	451	464	464	5	4	6	51	39	37	42	56	56	3	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	85	2102	33608	99	98	99	451	460	462	4	6	6	47	38	36	49	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	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	40	2995	36213	95	98	99	494	487	489	3	2	2	18	24	22	75	72	72	5	3	3
Students with Disabilities	20	651	10526	91	89	94	418	428	427	10	13	15	75	53	53	15	32	31	NA	2	1
Students without Disabilities	124	5077	69846	99	99	100	470	481	482	2	2	3	35	28	26	61	68	69	2	2	2
Limited English Proficient Students	42	637	12747	98	96	97	431	421	432	7	16	12	64	52	52	29	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	118	2941	38521	98	97	98	456	462	461	3	5	6	47	38	38	50	56	55	NA	1	1
Non-Economically Disadvantaged	26	2787	41851	100	99	100	495	491	489	4	1	3	12	23	22	77	73	72	8	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	141	5603	79306	99	98	99	492	518	504	18	9	13	23	15	20	46	50	49	13	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	2724	38845	98	98	99	489	518	505	17	8	11	25	16	20	48	51	50	10	26	18
Male	78	2879	40383	100	97	98	494	517	504	19	10	14	21	14	19	45	50	47	15	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	83	2000	32673	100	98	99	477	496	487	23	14	18	24	22	25	49	52	46	4	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	10	232	4034	100	98	97	NA	493	479	NA	15	22	NA	27	29	NA	48	43	NA	10	7
White	39	2974	36234	98	98	99	524	535	523	10	4	6	18	9	13	41	49	52	31	37	28
Students with Disabilities	19	622	10286	95	87	91	438	469	462	53	32	41	42	27	27	5	34	27	NA	7	5
Students without Disabilities	122	4981	69020	100	99	100	500	523	510	13	6	9	20	14	18	52	52	52	15	28	21
Limited English Proficient Students	33	601	10291	100	95	96	459	462	458	39	34	38	24	33	34	36	31	26	NA	3	2
Migrant Students	NC	33	630	NC	100	95	NC	486	478	NC	27	24	NC	18	27	NC	48	43	NC	6	6
Economically Disadvantaged	113	2874	37437	99	97	97	486	499	486	19	13	19	26	21	26	47	51	46	9	14	9
Non-Economically Disadvantaged	28	2729	41869	100	98	100	514	538	521	18	4	7	11	9	14	43	49	51	29	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	138	5547	79000	97	97	98	473	496	489	16	7	10	30	20	24	51	62	58	3	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	2710	38774	95	98	99	480	501	494	10	5	7	31	19	22	54	63	61	5	12	10
Male	77	2837	40150	99	96	98	468	492	485	21	9	12	29	21	25	49	61	55	1	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	80	1963	32508	96	96	98	461	476	472	20	12	15	35	31	33	44	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	10	228	4016	100	97	96	NA	474	467	NA	11	14	NA	32	37	NA	54	46	NA	4	2
White	39	2962	36135	98	97	98	498	513	508	10	3	4	18	12	14	67	69	67	5	16	15
Students with Disabilities	16	569	9991	80	79	88	422	456	449	44	22	33	56	36	36	NA	39	29	NA	3	2
Students without Disabilities	122	4978	69009	100	99	100	480	500	495	12	5	6	26	19	22	58	65	62	3	12	10
Limited English Proficient Students	30	573	10199	91	91	95	441	441	439	43	33	35	30	46	47	27	20	18	NA	1	0
Migrant Students	NC	33	629	NC	100	95	NC	456	457	NC	24	22	NC	42	41	NC	33	37	NC	NA	1
Economically Disadvantaged	110	2829	37234	96	96	97	470	478	472	16	11	15	32	29	33	49	55	50	3	4	3
Non-Economically Disadvantaged	28	2718	41766	100	98	99	486	515	505	14	2	5	21	11	16	61	69	65	4	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	141	5609	79611	99	98	99	473	490	496	11	7	7	50	43	37	39	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	2732	39016	98	98	99	482	505	511	10	4	4	41	34	29	49	61	66	NA	1	1
Male	78	2877	40519	100	97	98	466	476	482	12	9	10	58	51	44	31	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	82	2001	32855	99	98	99	463	470	481	12	11	10	57	51	43	30	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	10	231	3992	100	98	96	NA	477	478	NA	8	10	NA	52	46	NA	40	44	NA	NA	0
White	40	2984	36380	100	98	99	494	504	511	8	4	4	35	36	30	58	59	65	NA	1	1
Students with Disabilities	20	639	10664	100	89	94	395	437	440	40	21	23	55	56	54	5	20	22	NA	4	1
Students without Disabilities	121	4970	68947	99	99	100	486	496	504	6	5	4	50	41	34	45	54	61	NA	0	1
Limited English Proficient Students	32	599	10362	97	95	97	423	415	438	25	30	22	63	56	57	13	14	21	NA	0	NA
Migrant Students	NC	32	636	NC	97	96	NC	439	467	NC	25	14	NC	56	47	NC	19	38	NC	NA	0
Economically Disadvantaged	114	2874	37626	100	97	98	464	472	479	11	10	10	59	51	45	30	38	45	NA	1	0
Non-Economically Disadvantaged	27	2735	41985	96	99	100	509	508	511	7	3	4	15	34	30	78	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	119	5505	79327	100	98	98	515	531	518	18	12	19	19	16	20	48	50	46	14	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	2626	38961	100	98	98	518	532	520	18	11	16	20	17	20	45	51	48	17	21	16
Male	59	2875	40295	100	98	97	511	531	516	19	13	21	19	16	19	51	48	44	12	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	75	1926	32327	100	98	98	501	510	499	21	18	27	20	23	25	52	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	31	2984	36373	100	99	98	552	549	538	13	7	10	13	11	14	35	51	52	39	31	25
Students with Disabilities	12	587	9321	100	89	87	447	473	467	58	44	54	25	23	22	17	27	21	NA	5	3
Students without Disabilities	107	4918	70006	100	99	100	522	537	524	14	8	14	19	15	19	51	53	49	16	24	18
Limited English Proficient Students	27	525	9431	100	95	95	471	475	466	48	40	53	22	30	27	30	29	18	NA	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	99	2687	37097	99	97	97	503	511	498	20	18	27	22	21	25	51	49	41	7	11	7
Non-Economically Disadvantaged	20	2818	42230	100	99	99	570	550	535	10	6	11	5	11	15	35	50	50	50	32	24

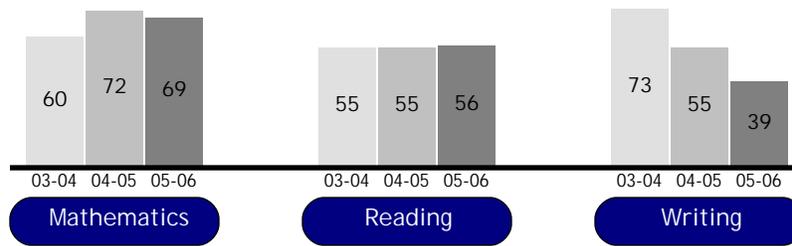
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	5447	79501	98	97	98	488	506	497	12	6	10	27	20	25	59	68	60	2	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	2606	39062	97	98	99	494	510	502	9	5	8	28	19	23	62	70	64	2	6	5
Male	59	2837	40368	100	97	98	482	503	491	15	8	13	27	22	27	56	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	73	1887	32389	97	96	98	477	488	478	14	10	16	32	31	34	55	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	31	2973	36446	100	98	99	515	521	516	6	4	4	13	12	15	74	76	73	6	8	7
Students with Disabilities	10	532	9411	83	80	88	NA	461	453	NA	28	36	NA	34	36	NA	34	26	NA	4	1
Students without Disabilities	107	4915	70090	100	99	100	493	510	502	7	4	7	28	19	24	64	72	65	2	6	5
Limited English Proficient Students	25	496	9401	93	90	94	447	450	443	32	28	40	44	51	46	24	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	98	2646	37183	98	96	97	479	489	479	14	10	16	31	29	34	55	59	49	NA	2	1
Non-Economically Disadvantaged	19	2801	42318	100	98	99	531	522	513	NA	3	5	11	12	17	79	76	70	11	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	119	5492	80000	100	98	99	550	565	564	4	3	3	11	10	11	83	77	75	2	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	2626	39288	100	98	99	561	580	579	5	2	2	7	5	6	85	78	77	3	15	16
Male	59	2862	40644	100	97	98	539	552	549	3	4	4	15	14	15	81	76	74	NA	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	75	1917	32672	100	97	99	538	548	548	7	4	4	13	13	14	80	77	76	NA	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	31	2977	36602	100	98	99	574	578	579	NA	2	2	6	8	7	90	77	75	3	14	16
Students with Disabilities	12	585	9919	100	88	93	467	497	505	8	11	9	67	34	35	25	51	54	NA	5	2
Students without Disabilities	107	4907	70081	100	99	100	559	572	571	4	2	2	5	7	7	90	80	79	2	11	12
Limited English Proficient Students	27	517	9571	100	93	96	484	490	502	19	14	10	26	29	29	56	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	100	2675	37534	100	97	98	544	547	547	5	4	4	12	14	15	82	77	76	1	5	5
Non-Economically Disadvantaged	19	2817	42466	100	99	100	582	582	578	NA	1	2	5	7	7	89	77	75	5	15	16

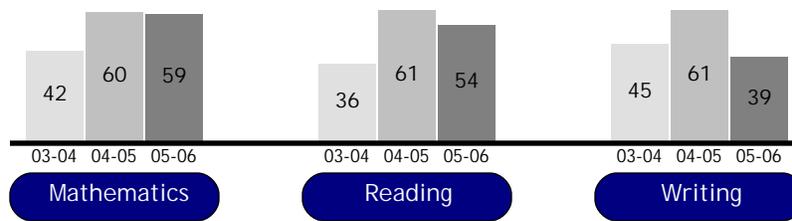
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	76	54	NA	58	99	37	50	47	96	44	50	46
	Language	81	34	53	50	99	36	49	47	96	44	50	48
	Mathematics	87	60	71	64	100	46	54	50	99	46	56	52
3	Reading	86	47	NA	55	100	38	50	44	98	37	52	46
	Language	87	53	63	61	100	36	49	44	98	35	48	46
	Mathematics	89	61	66	61	100	46	55	51	99	43	56	52
4	Reading	93	47	NA	56	98	40	52	48	98	44	58	52
	Language	95	46	55	52	98	39	52	49	99	44	58	52
	Mathematics	95	58	68	61	99	41	59	53	99	58	67	58
5	Reading	99	48	NA	55	98	43	55	50	96	44	61	56
	Language	97	44	55	49	98	41	55	50	99	35	59	54
	Mathematics	97	55	71	63	98	41	54	49	99	41	59	52
6	Reading	100	49	NA	56	100	47	58	51	99	52	63	56
	Language	100	40	55	48	100	44	54	47	100	43	58	50
	Mathematics	100	55	76	66	100	49	62	52	100	56	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

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

Council Duties

- Ü School Safety and Student Discipline
- Ü Student Achievement
- Ü Homework Policy
- Ü Citizenship
- Ü School/District Policies
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	56.00
Other Professional Staff	5.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	1	0	0
4 to 6 years	4	4	0	0
7 to 9 years	2	7	0	0
10 or more years	8	25	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Special Education Services
- Ü Library/Media Center
- Ü Compass Learning Computer Lab

Extracurricular Activities

- Ü Accelerated Reader Club
- Ü Bell Choir
- Ü Cheer Program
- Ü Computer Club
- Ü Math Facts Club
- Ü Student Council

Social Services

- Ü Breakfast/Lunch Programs
- Ü Testing for Special Education Services
- Ü Counseling Services
- Ü Title I Services
- Ü Head Start

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü One of our most gratifying accomplishments is our ESL Parent Classes. The classes run 3 days a week. We know that community bonding has increased and that the parents involved feel more comfortable at school.

- ü During the 2004-2005 school year, students demonstrated gains on AIMS/ Dual purpose Assessments, due to hard work and focus by students, teachers and parents.

- ü Emerson has received many grants and corporate donations thanks to the hard work and dedication of Emerson's great students and staff. These include a Wells Fargo Grant, Shade Structure grant and donated Compass Lab computers.

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	88	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

Administrators, teachers, aides and volunteers provide before, during and after school supervision of students and monitoring of the school grounds. We work with district security and Mesa Police Department to make our school as safe as possible.

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) :

1

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	Brenda Hacker	(480) 472-4700
Transportation Policy	Terry Hulse	(480) 472-0178
Community Resources	Mr. Hector Benitez	(480) 472-0207
School Nutrition Programs	Virginia Prange	(480) 472-4706
Parent Organization	Jenny Richardson	(480) 472-4700
Student Health/Nurse	Barbara Steele	(480) 472-4714

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 500 Copies = \$194.00

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

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