

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

948 S Horne, Mesa, AZ 85204

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Ms. Darlene Johnson  
 Schedule : 07:30 AM to 03:30 PM  
 Grades : Pre-K-6  
 Web Address : [www.mpsaz.org/holmes/](http://www.mpsaz.org/holmes/)  
 Phone Number : (480) 472-5600  
 Fax Number : (480) 472-5555  
 E-mail : [djjohnso@mpsaz.org](mailto:djjohnso@mpsaz.org)

### Mission

Holmes primary mission for all students is to achieve mastery of essential skills. This learning will be based upon the standards and objectives established by the State of Arizona and the Mesa Unified School District. The Holmes School Staff will provide an instructional program integrating academic, social, and life skills in a child-centered, risk free environment.

### 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 Holmes Elementary School will increase the percentage of students who attain the meets and/or exceeds performance levels on the Arizona's Instrument to Measure Standards (AIMS).
- ü By using DIBELS data in grades K-6 students will be monitored to ensure that they are making adequate progress toward reading milestones.
- ü Students will improve their scores on the District Benchmark Assessments.
- ü Holmes students will enter school ready to succeed and exit with the skills to soar.

### Enrollment

October 1, 2005 School Year Student Enrollment : 808  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 113

## Instructional Programs

- Ü Traditional Classrooms
- Ü Voyager Reading Program
- Ü Full-Day Kindergarten
- Ü Special Education/SLD Resource
- Ü Speech and Language Services
- Ü Computer Instruction
- Ü Physical Education
- Ü Fine Arts Programs

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

We provide a safe environment for learning. Communication with parents is achieved through newsletters, phone calls, conferences, Open House, Curriculum Night and Meet the Teacher Day. Parents participate through Site Council, PTO and volunteering.

### Parents

Parents support their child's education by ensuring good attendance, the completion of homework, supporting our uniform policy and respecting school staff. Parents attend parent/teacher conferences and communicate with their child's teacher.

## Transportation Policy

Holmes is a walking school because of the boundaries MPS has set. Busing is not provided for open enrollment students. Specialized 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
Ü Essay Contest Winners	2005
Ü Mesa Downtown Rotary Club Dictionary Program	2005
Ü NASA Space Camp-Teacher Program	2005
Ü Rodel Foundation Teacher Initiative	2004

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	101	5547	80010	99	98	99	439	453	447	15	8	10	23	16	18	52	56	53	10	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2719	38935	100	98	99	438	452	447	18	8	9	22	17	19	51	56	55	10	19	17
Male	50	2828	40974	98	98	98	440	453	448	12	8	11	24	15	18	54	55	52	10	22	19
African American	--	236	4201	--	98	99	--	437	430	--	15	17	--	19	23	--	56	51	--	11	9
Hispanic	93	2182	34545	99	98	99	436	434	432	16	12	14	24	23	24	54	56	53	6	8	9
Asian/Pacific Islander	--	119	2068	--	98	99	--	478	474	--	4	4	--	9	10	--	50	50	--	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	NC	2783	35142	NC	98	99	NC	469	465	NC	4	5	NC	9	11	NC	55	56	NC	31	28
Students with Disabilities	13	645	10161	100	90	93	421	419	419	15	27	28	46	30	28	38	36	36	NA	7	8
Students without Disabilities	88	4902	69849	99	99	100	442	457	451	15	5	7	19	14	17	55	58	56	11	22	19
Limited English Proficient Students	39	877	14013	98	97	97	420	415	413	31	20	24	28	33	34	41	44	39	NA	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	89	3005	39029	100	97	98	436	437	432	16	11	14	25	22	25	51	57	52	9	10	9
Non-Economically Disadvantaged	12	2542	40981	92	99	100	457	472	462	8	4	6	8	9	13	67	54	54	17	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	99	5457	79438	97	97	98	435	457	451	17	7	9	26	21	24	51	60	56	6	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	2686	38775	98	97	99	439	463	457	16	5	7	22	19	22	56	62	58	6	14	13
Male	49	2770	40560	96	96	97	430	452	446	18	8	12	31	23	25	45	58	54	6	10	9
African American	--	235	4178	--	98	98	--	445	439	--	9	13	--	28	29	--	55	52	--	9	6
Hispanic	91	2140	34297	97	96	98	431	437	434	19	11	14	26	31	31	51	54	50	4	4	5
Asian/Pacific Islander	--	119	2063	--	98	99	--	479	475	--	2	3	--	13	15	--	64	63	--	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	NC	2744	34887	NC	97	98	NC	475	471	NC	3	4	NC	13	15	NC	65	63	NC	19	18
Students with Disabilities	12	557	9588	92	77	88	411	420	416	8	24	30	58	32	32	33	38	34	NA	5	5
Students without Disabilities	87	4900	69850	98	99	100	438	461	456	18	5	7	22	20	23	53	62	59	7	13	12
Limited English Proficient Students	37	846	13856	93	93	96	402	411	407	35	22	27	30	44	43	35	34	29	NA	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	87	2946	38685	98	95	97	430	441	435	18	10	14	29	29	32	47	55	50	6	5	5
Non-Economically Disadvantaged	12	2511	40753	92	98	99	470	477	467	8	3	5	8	12	16	75	65	62	8	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	99	5524	79971	97	98	99	397	415	423	13	8	8	42	46	41	44	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	2715	38974	98	98	99	401	429	437	12	5	5	42	40	33	46	53	57	NA	2	4
Male	49	2808	40895	96	97	98	392	402	410	14	11	10	43	53	47	43	35	41	NA	1	2
African American	--	235	4203	--	98	99	--	408	411	--	8	11	--	55	45	--	34	43	--	3	2
Hispanic	91	2166	34481	97	97	99	394	399	410	14	12	10	42	53	46	44	35	43	NA	1	1
Asian/Pacific Islander	--	119	2067	--	98	99	--	440	449	--	2	4	--	36	28	--	60	60	--	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	NC	2779	35150	NC	98	99	NC	429	437	NC	5	5	NC	41	35	NC	52	56	NC	2	5
Students with Disabilities	13	645	10258	100	90	94	379	373	377	15	20	23	54	54	51	31	24	25	NA	1	1
Students without Disabilities	86	4879	69713	97	99	100	400	420	429	13	6	5	41	45	39	47	46	52	NA	2	3
Limited English Proficient Students	37	865	13985	93	95	97	360	371	382	30	22	18	43	56	54	27	22	27	NA	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	87	2986	38994	98	97	98	396	401	409	14	11	10	43	52	47	44	36	41	NA	1	1
Non-Economically Disadvantaged	12	2538	40977	92	99	100	405	432	437	8	4	5	42	40	34	50	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	119	5739	80147	100	98	99	460	498	482	15	6	11	26	13	17	50	48	49	8	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	2849	39281	100	99	99	457	498	483	14	5	9	34	13	17	44	49	50	8	33	24
Male	69	2889	40780	100	98	98	462	497	482	16	7	12	20	12	17	55	48	48	9	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	106	2106	33494	100	98	99	457	479	466	17	9	15	28	18	23	47	55	49	8	18	14
Asian/Pacific Islander	--	144	2103	--	100	99	--	513	515	--	2	4	--	12	8	--	42	44	--	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	10	2998	36122	100	98	99	NA	514	501	NA	4	5	NA	8	10	NA	44	50	NA	44	35
Students with Disabilities	12	657	10295	100	90	92	422	451	443	50	25	33	25	27	26	25	38	33	NA	10	8
Students without Disabilities	107	5082	69852	100	99	100	464	503	488	11	4	7	26	11	16	53	50	51	9	35	26
Limited English Proficient Students	30	640	12722	100	96	97	425	449	441	40	19	27	33	31	33	27	45	37	NA	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	101	2944	38371	100	97	97	459	480	465	16	9	15	25	18	23	50	52	49	9	20	13
Non-Economically Disadvantaged	18	2795	41776	100	99	100	462	516	498	11	3	6	33	7	11	50	45	49	6	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	116	5655	79686	97	97	98	442	478	470	18	7	11	37	21	24	42	61	57	3	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2823	39163	98	98	99	445	482	475	14	6	9	39	19	22	43	63	60	4	12	10
Male	67	2831	40438	97	96	97	440	474	465	21	9	13	36	22	25	42	60	54	1	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	103	2071	33299	97	96	98	437	458	452	20	12	17	38	30	32	41	54	47	1	4	3
Asian/Pacific Islander	--	141	2097	--	98	99	--	490	490	--	3	5	--	18	13	--	65	68	--	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	10	2959	35914	100	97	98	NA	495	489	NA	3	5	NA	13	15	NA	67	67	NA	17	14
Students with Disabilities	NC	571	9808	NC	78	87	NC	440	432	NC	25	35	NC	35	32	NC	35	30	NC	5	3
Students without Disabilities	107	5084	69878	100	99	100	445	482	475	14	5	8	38	19	23	45	64	61	3	12	9
Limited English Proficient Students	29	617	12594	97	93	96	404	425	422	45	31	34	48	46	45	7	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	98	2879	38095	97	95	97	440	462	452	18	11	17	42	29	32	38	55	48	2	5	3
Non-Economically Disadvantaged	18	2776	41591	100	98	99	452	495	486	17	3	6	11	13	16	67	67	65	6	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	118	5728	80372	99	98	99	446	476	475	6	3	4	52	31	30	42	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	2841	39452	100	99	99	456	487	488	6	2	3	40	22	22	54	73	72	NA	3	3
Male	68	2887	40836	99	98	98	439	464	464	6	4	6	60	39	37	34	56	56	NA	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	105	2102	33608	99	98	99	442	460	462	7	6	6	54	38	36	39	55	57	NA	1	1
Asian/Pacific Islander	--	143	2098	--	99	99	--	492	500	--	1	2	--	22	16	--	72	75	--	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	10	2995	36213	100	98	99	NA	487	489	NA	2	2	NA	24	22	NA	72	72	NA	3	3
Students with Disabilities	12	651	10526	100	89	94	396	428	427	25	13	15	67	53	53	8	32	31	NA	2	1
Students without Disabilities	106	5077	69846	99	99	100	452	481	482	4	2	3	50	28	26	46	68	69	NA	2	2
Limited English Proficient Students	29	637	12747	97	96	97	400	421	432	17	16	12	66	52	52	17	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	101	2941	38521	100	97	98	443	462	461	7	5	6	51	38	38	42	56	55	NA	1	1
Non-Economically Disadvantaged	17	2787	41851	94	99	100	468	491	489	NA	1	3	53	23	22	47	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	96	5603	79306	95	98	99	485	518	504	18	9	13	26	15	20	49	50	49	7	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	2724	38845	94	98	99	486	518	505	19	8	11	27	16	20	44	51	50	10	26	18
Male	48	2879	40383	96	97	98	484	517	504	17	10	14	25	14	19	54	50	47	4	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	81	2000	32673	94	98	99	483	496	487	19	14	18	28	22	25	46	52	46	7	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	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	NC	2974	36234	NC	98	99	NC	535	523	NC	4	6	NC	9	13	NC	49	52	NC	37	28
Students with Disabilities	10	622	10286	67	87	91	NA	469	462	NA	32	41	NA	27	27	NA	34	27	NA	7	5
Students without Disabilities	86	4981	69020	100	99	100	490	523	510	12	6	9	27	14	18	53	52	52	8	28	21
Limited English Proficient Students	24	601	10291	89	95	96	446	462	458	54	34	38	33	33	34	13	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	85	2874	37437	94	97	97	483	499	486	20	13	19	26	21	26	47	51	46	7	14	9
Non-Economically Disadvantaged	11	2729	41869	100	98	100	500	538	521	NA	4	7	27	9	14	64	49	51	9	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	96	5547	79000	95	97	98	466	496	489	15	7	10	42	20	24	43	62	58	1	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2710	38774	96	98	99	468	501	494	16	5	7	41	19	22	41	63	61	2	12	10
Male	47	2837	40150	94	96	98	463	492	485	13	9	12	43	21	25	45	61	55	NA	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	81	1963	32508	94	96	98	463	476	472	17	12	15	44	31	33	37	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	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	NC	2962	36135	NC	97	98	NC	513	508	NC	3	4	NC	12	14	NC	69	67	NC	16	15
Students with Disabilities	10	569	9991	67	79	88	NA	456	449	NA	22	33	NA	36	36	NA	39	29	NA	3	2
Students without Disabilities	86	4978	69009	100	99	100	469	500	495	12	5	6	41	19	22	47	65	62	1	12	10
Limited English Proficient Students	22	573	10199	81	91	95	426	441	439	55	33	35	41	46	47	5	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	85	2829	37234	94	96	97	465	478	472	15	11	15	41	29	33	42	55	50	1	4	3
Non-Economically Disadvantaged	11	2718	41766	100	98	99	468	515	505	9	2	5	45	11	16	45	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	100	5609	79611	99	98	99	464	490	496	9	7	7	68	43	37	23	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	2732	39016	98	98	99	470	505	511	10	4	4	60	34	29	30	61	66	NA	1	1
Male	50	2877	40519	100	97	98	457	476	482	8	9	10	76	51	44	16	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	85	2001	32855	99	98	99	462	470	481	11	11	10	65	51	43	25	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	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	NC	2984	36380	NC	98	99	NC	504	511	NC	4	4	NC	36	30	NC	59	65	NC	1	1
Students with Disabilities	15	639	10664	100	89	94	437	437	440	20	21	23	73	56	54	7	20	22	NA	4	1
Students without Disabilities	85	4970	68947	99	99	100	468	496	504	7	5	4	67	41	34	26	54	61	NA	0	1
Limited English Proficient Students	27	599	10362	100	95	97	415	415	438	30	30	22	70	56	57	NA	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	89	2874	37626	99	97	98	464	472	479	9	10	10	67	51	45	24	38	45	NA	1	0
Non-Economically Disadvantaged	11	2735	41985	100	99	100	463	508	511	9	3	4	73	34	30	18	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	99	5505	79327	97	98	98	494	531	518	22	12	19	32	16	20	41	50	46	4	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	2626	38961	98	98	98	498	532	520	13	11	16	40	17	20	46	51	48	2	21	16
Male	51	2875	40295	96	98	97	491	531	516	31	13	21	25	16	19	37	48	44	6	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	86	1926	32327	97	98	98	491	510	499	24	18	27	33	23	25	41	49	41	2	10	8
Asian/Pacific Islander	--	138	1939	--	98	99	--	542	556	--	9	6	--	15	10	--	51	47	--	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	NC	587	9321	NC	89	87	NC	473	467	NC	44	54	NC	23	22	NC	27	21	NC	5	3
Students without Disabilities	92	4918	70006	100	99	100	498	537	524	18	8	14	33	15	19	45	53	49	4	24	18
Limited English Proficient Students	26	525	9431	93	95	95	460	475	466	54	40	53	31	30	27	15	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	85	2687	37097	97	97	97	491	511	498	25	18	27	33	21	25	40	49	41	2	11	7
Non-Economically Disadvantaged	14	2818	42230	100	99	99	516	550	535	7	6	11	29	11	15	50	50	50	14	32	24

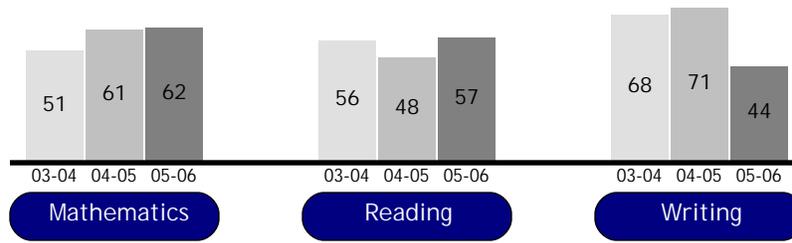
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	5447	79501	95	97	98	480	506	497	11	6	10	36	20	25	53	68	60	NA	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	2606	39062	98	98	99	486	510	502	6	5	8	31	19	23	63	70	64	NA	6	5
Male	49	2837	40368	92	97	98	473	503	491	16	8	13	41	22	27	43	66	57	NA	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	84	1887	32389	94	96	98	476	488	478	12	10	16	40	31	34	48	58	48	NA	2	1
Asian/Pacific Islander	--	137	1936	--	97	99	--	506	519	--	4	3	--	24	14	--	69	73	--	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	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	91	4915	70090	99	99	100	483	510	502	9	4	7	35	19	24	56	72	65	NA	6	5
Limited English Proficient Students	25	496	9401	89	90	94	436	450	443	36	28	40	64	51	46	NA	20	14	NA	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	83	2646	37183	94	96	97	475	489	479	13	10	16	39	29	34	48	59	49	NA	2	1
Non-Economically Disadvantaged	14	2801	42318	100	98	99	510	522	513	NA	3	5	21	12	17	79	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	102	5492	80000	100	98	99	531	565	564	10	3	3	14	10	11	75	77	75	2	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2626	39288	100	98	99	553	580	579	6	2	2	6	5	6	86	78	77	2	15	16
Male	53	2862	40644	100	97	98	511	552	549	13	4	4	21	14	15	64	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	89	1917	32672	100	97	99	528	548	548	10	4	4	15	13	14	73	77	76	2	6	6
Asian/Pacific Islander	--	138	1945	--	98	99	--	577	592	--	1	1	--	10	4	--	77	69	--	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	10	585	9919	100	88	93	NA	497	505	NA	11	9	NA	34	35	NA	51	54	NA	5	2
Students without Disabilities	92	4907	70081	100	99	100	541	572	571	7	2	2	12	7	7	79	80	79	2	11	12
Limited English Proficient Students	28	517	9571	100	93	96	447	490	502	29	14	10	36	29	29	36	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	88	2675	37534	100	97	98	524	547	547	11	4	4	15	14	15	73	77	76	1	5	5
Non-Economically Disadvantaged	14	2817	42466	100	99	100	575	582	578	NA	1	2	7	7	7	86	77	75	7	15	16

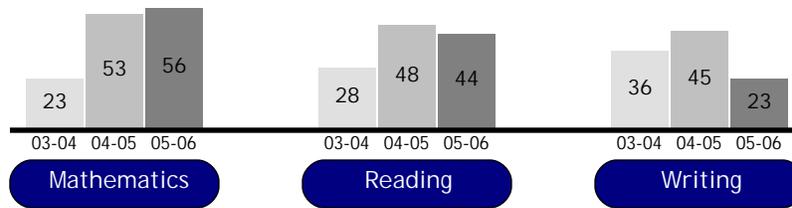
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	89	50	NA	58	98	35	50	47	100	24	50	46
	Language	97	26	53	50	98	38	49	47	100	24	50	48
	Mathematics	95	49	71	64	98	37	54	50	100	27	56	52
3	Reading	94	38	NA	55	99	29	50	44	98	27	52	46
	Language	99	46	63	61	99	31	49	44	99	28	48	46
	Mathematics	98	48	66	61	99	41	55	51	99	44	56	52
4	Reading	89	41	NA	56	99	38	52	48	97	28	58	52
	Language	98	35	55	52	99	39	52	49	100	28	58	52
	Mathematics	98	41	68	61	99	45	59	53	100	35	67	58
5	Reading	89	32	NA	55	100	37	55	50	95	37	61	56
	Language	100	31	55	49	100	35	55	50	100	34	59	54
	Mathematics	98	43	71	63	100	34	54	49	95	32	59	52
6	Reading	96	42	NA	56	99	41	58	51	96	44	63	56
	Language	100	36	55	48	99	35	54	47	100	30	58	50
	Mathematics	94	60	76	66	98	41	62	52	97	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/](http://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)
- 2 Non-certified Employee(s)
- 9 Teacher(s)
- 9 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Develop elementary academic goals
- Ü Monitor policies and procedures
- Ü Approve extracurricular activities
- Ü Develop safety plans and procedures
- Ü Monitor school uniform policies
- Ü Recognize outstanding teachers/students

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	50.00
Other Professional Staff	4.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	3	0	0
4 to 6 years	7	3	0	0
7 to 9 years	2	3	0	0
10 or more years	5	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
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 TV Studio
- Ü Media Center
- Ü Multi-Purpose Room

Extracurricular Activities

- Ü Student Government
- Ü After School Sports
- Ü Orchestra, Band and Choral Groups
- Ü Tutoring

Social Services

- Ü School Community Liaison
- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Program
- Ü Headstart
- Ü Parks and Recreation Programs
- Ü Adult English Education

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Holmes School met or exceeded 7 out of 10 academic goals established for the 2004-2005 school year.
  
- ü Holmes School met or exceeded 5 out of 6 academic goals set for the 2004-2005 school year.
  
- ü Holmes School scored 97 percent on the Parent Quality Service Index, which means 97 percent of parents graded the school A or B, which is above average.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	95	89	88	73
Graduation Rate <sup>6</sup>	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

Holmes teaches students procedures for classroom, playground and cafeteria behavior. School staff enforce the school rules with support from the school administration. We enhance opportunities to practice good behavior by providing social skills lessons.

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	Darlene Johnson	(480) 472-5600
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Cheryl Davis	(480) 472-5600
School Nutrition Programs	Patti Rais	(480) 472-5644
Parent Organization	Olivia Espinoza	(480) 472-5600
Student Health/Nurse	Tessie	(480) 472-5588

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](http://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](http://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](http://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.