



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1829 N Grand, 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Andrea Lee Erickson  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : Pre-K-6  
 Web Address :  
 Phone Number : (480) 472-5000  
 Fax Number : (480) 472-5058  
 E-mail : alericks@mpsaz.org

Mission

Each child is an individual, unique in their own way, and very different from others. We, as educators, must carefully analyze each child so that we may successfully understand them, be able to effectively meet their needs. We must develop each child to reach his/her maximum potential; socially, academically, physically and emotionally. Each and every staff member that comes in contact with a child has a direct influence on them. All decisions are based on the premise of what is best for the child.

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 Each child will be given the opportunity to progress and achieve one year's growth in all academic areas.
- ü Students will successfully show mastery on math district CRT's, Terra Nova and the AIMS tests.
- ü Teachers will teach a reading block with a minimum 90 minutes per day. By third grade, students will be proficient readers.
- ü To help children develop and experience success in their daily interactions at school.

Enrollment

October 1, 2005 School Year Student Enrollment : 704  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 89

Instructional Programs

- Ü All Day Kindergarten
- Ü Accelerated Reader (Reading Program)
- Ü Reading First
- Ü Native American Language Enrichment
- Ü After School Tutoring Program
- Ü Family Literacy Night
- Ü Intervention Classroom
- Ü Attendance Program

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

Provide a safe environment. Provide a variety of learning environments at each grade level. Provide an atmosphere in which each child will succeed and be challenged at his or her academic level. Provide on-going meaningful professional development.

Parents

Healthy students should be in school on time. Acknowledge and return teacher communications. Provide a daily homework environment. Support school and classroom rules. Hold their child accountable for their actions.

Transportation Policy

Busing is provided for students living more than one mile from their assigned school. 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 MPS Employee of the Month	2005
Ü Wal Mart Teacher of the Year	2005
Ü Mesa Foundation Grant	2005
Ü Mesa Tribune Spot Light on Teachers	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	100	5547	80010	92	98	99	438	453	447	16	8	10	16	16	18	61	56	53	7	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	2719	38935	94	98	99	436	452	447	12	8	9	22	17	19	62	56	55	4	19	17
Male	50	2828	40974	89	98	98	439	453	448	20	8	11	10	15	18	60	55	52	10	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	41	2182	34545	91	98	99	433	434	432	17	12	14	15	23	24	66	56	53	2	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	21	226	3979	88	97	96	429	436	424	24	14	17	19	23	30	48	51	47	10	11	6
White	29	2783	35142	94	98	99	448	469	465	10	4	5	17	9	11	62	55	56	10	31	28
Students with Disabilities	10	645	10161	56	90	93	NA	419	419	NA	27	28	NA	30	28	NA	36	36	NA	7	8
Students without Disabilities	90	4902	69849	99	99	100	439	457	451	13	5	7	17	14	17	62	58	56	8	22	19
Limited English Proficient Students	21	877	14013	84	97	97	414	415	413	29	20	24	29	33	34	43	44	39	NA	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	73	3005	39029	92	97	98	433	437	432	18	11	14	18	22	25	59	57	52	5	10	9
Non-Economically Disadvantaged	27	2542	40981	90	99	100	449	472	462	11	4	6	11	9	13	67	54	54	11	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	100	5457	79438	92	97	98	452	457	451	6	7	9	24	21	24	64	60	56	6	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	2686	38775	94	97	99	459	463	457	6	5	7	16	19	22	70	62	58	8	14	13
Male	50	2770	40560	89	96	97	445	452	446	6	8	12	32	23	25	58	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	41	2140	34297	91	96	98	446	437	434	7	11	14	29	31	31	59	54	50	5	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	21	218	3940	88	94	95	443	443	429	10	10	14	33	27	36	52	57	47	5	6	3
White	29	2744	34887	94	97	98	460	475	471	3	3	4	14	13	15	76	65	63	7	19	18
Students with Disabilities	10	557	9588	56	77	88	NA	420	416	NA	24	30	NA	32	32	NA	38	34	NA	5	5
Students without Disabilities	90	4900	69850	99	99	100	454	461	456	4	5	7	23	20	23	66	62	59	7	13	12
Limited English Proficient Students	21	846	13856	84	93	96	429	411	407	5	22	27	43	44	43	52	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	73	2946	38685	92	95	97	449	441	435	7	10	14	27	29	32	59	55	50	7	5	5
Non-Economically Disadvantaged	27	2511	40753	90	98	99	459	477	467	4	3	5	15	12	16	78	65	62	4	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	100	5524	79971	92	98	99	411	415	423	7	8	8	47	46	41	45	44	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	2715	38974	94	98	99	425	429	437	6	5	5	36	40	33	56	53	57	2	2	4
Male	50	2808	40895	89	97	98	398	402	410	8	11	10	58	53	47	34	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	41	2166	34481	91	97	99	414	399	410	2	12	10	56	53	46	41	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	20	224	3995	83	97	96	397	403	409	15	11	10	50	50	47	35	38	42	NA	0	1
White	30	2779	35150	97	98	99	404	429	437	10	5	5	43	41	35	47	52	56	NA	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	91	4879	69713	100	99	100	413	420	429	7	6	5	47	45	39	45	46	52	1	2	3
Limited English Proficient Students	21	865	13985	84	95	97	387	371	382	5	22	18	71	56	54	24	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	73	2986	38994	92	97	98	400	401	409	10	11	10	49	52	47	41	36	41	NA	1	1
Non-Economically Disadvantaged	27	2538	40977	90	99	100	441	432	437	NA	4	5	41	40	34	56	53	56	4	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	87	5739	80147	95	98	99	473	498	482	7	6	11	18	13	17	66	48	49	9	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2849	39281	100	99	99	469	498	483	2	5	9	23	13	17	67	49	50	7	33	24
Male	44	2889	40780	90	98	98	478	497	482	11	7	12	14	12	17	64	48	48	11	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	46	2106	33494	94	98	99	476	479	466	7	9	15	13	18	23	76	55	49	4	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	15	239	4117	88	98	96	466	472	456	7	10	19	20	25	27	60	50	46	13	15	8
White	15	2998	36122	100	98	99	492	514	501	NA	4	5	20	8	10	53	44	50	27	44	35
Students with Disabilities	NC	657	10295	NC	90	92	NC	451	443	NC	25	33	NC	27	26	NC	38	33	NC	10	8
Students without Disabilities	84	5082	69852	99	99	100	473	503	488	7	4	7	19	11	16	64	50	51	10	35	26
Limited English Proficient Students	NC	640	12722	NC	96	97	NC	449	441	NC	19	27	NC	31	33	NC	45	37	NC	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	70	2944	38371	92	97	97	469	480	465	9	9	15	20	18	23	66	52	49	6	20	13
Non-Economically Disadvantaged	17	2795	41776	100	99	100	494	516	498	NA	3	6	12	7	11	65	45	49	24	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	88	5655	79686	96	97	98	462	478	470	8	7	11	31	21	24	57	61	57	5	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2823	39163	100	98	99	459	482	475	5	6	9	40	19	22	47	63	60	9	12	10
Male	45	2831	40438	92	96	97	464	474	465	11	9	13	22	22	25	67	60	54	NA	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	46	2071	33299	94	96	98	462	458	452	7	12	17	28	30	32	61	54	47	4	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	15	236	4087	88	97	96	453	454	446	7	10	16	47	40	38	47	49	44	NA	1	2
White	15	2959	35914	100	97	98	480	495	489	NA	3	5	27	13	15	60	67	67	13	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	85	5084	69878	100	99	100	462	482	475	8	5	8	31	19	23	56	64	61	5	12	9
Limited English Proficient Students	NC	617	12594	NC	93	96	NC	425	422	NC	31	34	NC	46	45	NC	23	21	NC	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	71	2879	38095	93	95	97	458	462	452	10	11	17	32	29	32	54	55	48	4	5	3
Non-Economically Disadvantaged	17	2776	41591	100	98	99	478	495	486	NA	3	6	24	13	16	71	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	88	5728	80372	96	98	99	479	476	475	1	3	4	32	31	30	67	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2841	39452	98	99	99	481	487	488	NA	2	3	33	22	22	67	73	72	NA	3	3
Male	46	2887	40836	94	98	98	476	464	464	2	4	6	30	39	37	67	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	46	2102	33608	94	98	99	480	460	462	2	6	6	26	38	36	72	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	15	239	4128	88	98	97	467	462	464	NA	3	4	53	48	39	47	49	56	NA	NA	1
White	15	2995	36213	100	98	99	485	487	489	NA	2	2	27	24	22	73	72	72	NA	3	3
Students with Disabilities	NC	651	10526	NC	89	94	NC	428	427	NC	13	15	NC	53	53	NC	32	31	NC	2	1
Students without Disabilities	84	5077	69846	99	99	100	479	481	482	1	2	3	33	28	26	65	68	69	NA	2	2
Limited English Proficient Students	NC	637	12747	NC	96	97	NC	421	432	NC	16	12	NC	52	52	NC	32	36	NC	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	71	2941	38521	93	97	98	478	462	461	1	5	6	30	38	38	69	56	55	NA	1	1
Non-Economically Disadvantaged	17	2787	41851	100	99	100	481	491	489	NA	1	3	41	23	22	59	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	105	5603	79306	95	98	99	483	518	504	19	9	13	30	15	20	45	50	49	6	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	2724	38845	96	98	99	484	518	505	15	8	11	38	16	20	40	51	50	7	26	18
Male	50	2879	40383	94	97	98	482	517	504	24	10	14	22	14	19	50	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	45	2000	32673	94	98	99	479	496	487	24	14	18	27	22	25	47	52	46	2	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	24	232	4034	100	98	97	467	493	479	25	15	22	38	27	29	38	48	43	NA	10	7
White	31	2974	36234	97	98	99	507	535	523	3	4	6	29	9	13	52	49	52	16	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	95	4981	69020	100	99	100	485	523	510	19	6	9	29	14	18	45	52	52	6	28	21
Limited English Proficient Students	13	601	10291	93	95	96	433	462	458	77	34	38	23	33	34	NA	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	96	97	97	483	499	486	20	13	19	32	21	26	42	51	46	6	14	9
Non-Economically Disadvantaged	20	2729	41869	95	98	100	483	538	521	15	4	7	25	9	14	55	49	51	5	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	101	5547	79000	92	97	98	471	496	489	15	7	10	32	20	24	51	62	58	2	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	2710	38774	93	98	99	477	501	494	8	5	7	42	19	22	47	63	61	4	12	10
Male	48	2837	40150	91	96	98	464	492	485	23	9	12	21	21	25	56	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	45	1963	32508	94	96	98	464	476	472	22	12	15	31	31	33	44	53	49	2	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	21	228	4016	88	97	96	460	474	467	10	11	14	52	32	37	38	54	46	NA	4	2
White	31	2962	36135	97	97	98	493	513	508	3	3	4	23	12	14	71	69	67	3	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	95	4978	69009	100	99	100	472	500	495	16	5	6	31	19	22	52	65	62	2	12	10
Limited English Proficient Students	13	573	10199	93	91	95	421	441	439	62	33	35	38	46	47	NA	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	81	2829	37234	91	96	97	470	478	472	16	11	15	32	29	33	49	55	50	2	4	3
Non-Economically Disadvantaged	20	2718	41766	95	98	99	475	515	505	10	2	5	30	11	16	60	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	99	5609	79611	90	98	99	465	490	496	12	7	7	56	43	37	30	50	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2732	39016	91	98	99	485	505	511	8	4	4	48	34	29	44	61	66	NA	1	1
Male	47	2877	40519	89	97	98	442	476	482	17	9	10	64	51	44	15	40	46	4	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	44	2001	32855	92	98	99	451	470	481	16	11	10	66	51	43	18	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	21	231	3992	88	98	96	459	477	478	14	8	10	52	52	46	33	40	44	NA	NA	0
White	30	2984	36380	94	98	99	497	504	511	3	4	4	43	36	30	47	59	65	7	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	93	4970	68947	98	99	100	465	496	504	13	5	4	56	41	34	31	54	61	NA	0	1
Limited English Proficient Students	13	599	10362	93	95	97	390	415	438	38	30	22	62	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	79	2874	37626	89	97	98	462	472	479	13	10	10	61	51	45	25	38	45	1	1	0
Non-Economically Disadvantaged	20	2735	41985	95	99	100	477	508	511	10	3	4	35	34	30	50	63	65	5	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	101	5505	79327	100	98	98	491	531	518	35	12	19	24	16	20	34	50	46	8	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	2626	38961	100	98	98	488	532	520	36	11	16	27	17	20	30	51	48	7	21	16
Male	44	2875	40295	100	98	97	494	531	516	34	13	21	18	16	19	39	48	44	9	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	48	1926	32327	100	98	98	488	510	499	35	18	27	23	23	25	33	49	41	8	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	20	240	4391	100	95	96	466	502	489	55	25	32	25	23	27	20	44	36	NA	8	4
White	28	2984	36373	100	99	98	510	549	538	18	7	10	21	11	14	50	51	52	11	31	25
Students with Disabilities	16	587	9321	100	89	87	449	473	467	50	44	54	25	23	22	25	27	21	NA	5	3
Students without Disabilities	85	4918	70006	100	99	100	496	537	524	32	8	14	24	15	19	35	53	49	9	24	18
Limited English Proficient Students	21	525	9431	100	95	95	462	475	466	48	40	53	43	30	27	10	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	72	2687	37097	100	97	97	484	511	498	39	18	27	24	21	25	33	49	41	4	11	7
Non-Economically Disadvantaged	29	2818	42230	100	99	99	507	550	535	24	6	11	24	11	15	34	50	50	17	32	24

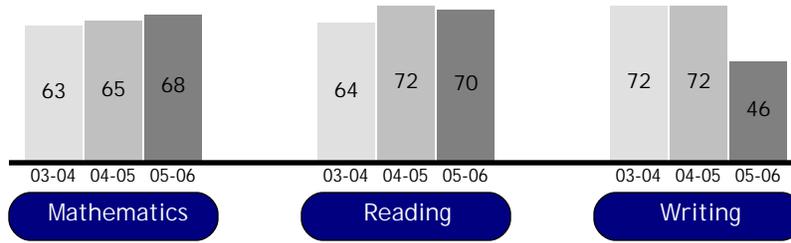
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	5447	79501	98	97	98	482	506	497	15	6	10	29	20	25	54	68	60	2	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2606	39062	96	98	99	479	510	502	17	5	8	33	19	23	48	70	64	2	6	5
Male	43	2837	40368	98	97	98	485	503	491	12	8	13	26	22	27	60	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	45	1887	32389	96	96	98	480	488	478	18	10	16	27	31	34	53	58	48	2	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	18	234	4401	90	93	96	453	482	473	17	11	17	61	36	40	22	50	43	NA	2	1
White	28	2973	36446	100	98	99	498	521	516	11	4	4	14	12	15	75	76	73	NA	8	7
Students with Disabilities	11	532	9411	79	80	88	453	461	453	18	28	36	27	34	36	55	34	26	NA	4	1
Students without Disabilities	85	4915	70090	100	99	100	484	510	502	14	4	7	29	19	24	54	72	65	2	6	5
Limited English Proficient Students	19	496	9401	90	90	94	435	450	443	42	28	40	42	51	46	16	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	69	2646	37183	99	96	97	474	489	479	17	10	16	32	29	34	51	59	49	NA	2	1
Non-Economically Disadvantaged	27	2801	42318	96	98	99	502	522	513	7	3	5	22	12	17	63	76	70	7	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	96	5492	80000	98	98	99	546	565	564	1	3	3	21	10	11	73	77	75	5	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2626	39288	96	98	99	553	580	579	2	2	2	13	5	6	77	78	77	8	15	16
Male	43	2862	40644	98	97	98	538	552	549	NA	4	4	30	14	15	67	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	45	1917	32672	96	97	99	538	548	548	2	4	4	24	13	14	69	77	76	4	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	19	240	4424	95	95	97	539	546	549	NA	4	3	16	15	14	84	77	77	NA	5	5
White	27	2977	36602	100	98	99	557	578	579	NA	2	2	19	8	7	74	77	75	7	14	16
Students with Disabilities	11	585	9919	79	88	93	554	497	505	NA	11	9	9	34	35	64	51	54	27	5	2
Students without Disabilities	85	4907	70081	100	99	100	545	572	571	1	2	2	22	7	7	74	80	79	2	11	12
Limited English Proficient Students	20	517	9571	95	93	96	505	490	502	5	14	10	45	29	29	50	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	68	2675	37534	97	97	98	544	547	547	NA	4	4	19	14	15	75	77	76	6	5	5
Non-Economically Disadvantaged	28	2817	42466	100	99	100	551	582	578	4	1	2	25	7	7	68	77	75	4	15	16

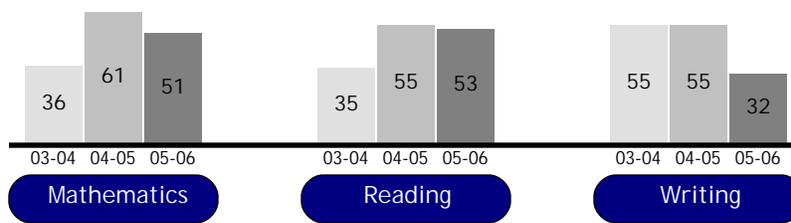
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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	99	50	NA	58	95	43	50	47	98	34	50	46
	Language	99	36	53	50	95	44	49	47	98	37	50	48
	Mathematics	100	51	71	64	95	45	54	50	98	34	56	52
3	Reading	96	48	NA	55	98	39	50	44	87	46	52	46
	Language	94	53	63	61	98	45	49	44	88	46	48	46
	Mathematics	93	52	66	61	98	44	55	51	87	50	56	52
4	Reading	99	46	NA	56	98	43	52	48	95	46	58	52
	Language	100	42	55	52	98	46	52	49	96	48	58	52
	Mathematics	100	49	68	61	98	47	59	53	95	58	67	58
5	Reading	94	38	NA	55	93	49	55	50	90	44	61	56
	Language	100	33	55	49	93	45	55	50	90	43	59	54
	Mathematics	100	46	71	63	93	44	54	49	94	39	59	52
6	Reading	97	45	NA	56	95	46	58	51	91	44	63	56
	Language	100	40	55	48	95	41	54	47	91	39	58	50
	Mathematics	100	58	76	66	95	46	62	52	96	37	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)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Student Discipline
- Ü Homework Policy
- Ü School Safety Issues
- Ü Consumer Satisfaction Goals
- Ü Curriculum Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	55.00
Other Professional Staff	3.00	Teacher Aide	21.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	3	0	0
4 to 6 years	4	3	0	0
7 to 9 years	1	2	0	0
10 or more years	12	23	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	55
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 PC Computer Lab
- Ü Media Studio
- Ü Full Size Gymnasium

Extracurricular Activities

- Ü Academic Computer Lab
- Ü After-School Tutoring
- Ü Power House Assemblies
- Ü Annual Talent Show
- Ü Family Literacy Night
- Ü Curriculum Night
- Ü Boeing Math Program
- Ü Monthly Community Events

Social Services

- Ü Mesa Parks and Recreational Activities
- Ü Boy/Girl Scouts
- Ü YMCA
- Ü MELP Program
- Ü Home School Liaison
- Ü Medical Clinics
- Ü Mobile Dentist

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Continued increase in the number of healthy students in daily attendance as evidenced by the decreased number of daily student absences.
  
- ü Parent Math Night provided an opportunity for students to teach parents math strategies. Numbers of students achieving Math Facts Club membership has increased.
  
- ü Increased attendance at our Family Literacy Nights.
  
- ü Accomplishment in meeting our students' academic goals.

Student Activity Rates for School Year 2005-06

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

We strive to keep a safe environment for our students and teachers. The Safety Committee meets monthly. Students are expected to follow safety rules while on campus. We conduct regular fire drills, lock-down procedures and have an emergency plan.

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) :

2

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	Foster Burton	(480) 472-5026
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Jeff Lane	(480) 472-5077
School Nutrition Programs	Judy Kish	(480) 472-5070
Parent Organization	Brenda Waggoner	(480) 472-5000
Student Health/Nurse	Charisse Brown	(480) 472-5056

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.