

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1020 S Extension, Mesa, AZ 85210

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	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Nicolas Z. Parker
 Schedule : 07:30 AM to 03:30 PM
 Grades : Pre-K-6
 Web Address : www.mpsaz.org/redbird
 Phone Number : (480) 472-1200
 Fax Number : (480) 472-1290
 E-mail : nzparker@mpsaz.org

Mission

Our commitment is to provide a safe and stimulating educational environment. We use a variety of strategies in the core subject areas because all children can learn. We are a 'Renaissance' School. Our citizenship program focuses on being responsible.

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 For students to demonstrate mastery of MPS math, reading and written communications curriculum standards by scoring at least 80% on the spring criterion-referenced tests aligned with the state academic standards.
- ü For each student to master the basic math facts appropriate to his/her grade level.
- ü For each student to show adequate yearly progress according to the areas tested on the AIMS and TerraNova.
- ü For each student to learn to take responsibility for their choices and work harmoniously with others.

Enrollment

October 1, 2005 School Year Student Enrollment : 655
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 234

Instructional Programs

- Ü Title I Schoolwide Program
- Ü Accelerated Reader and Math Programs
- Ü Sheltered English Immersion, K-6
- Ü Computer Lab (iMac)
- Ü Read Naturally
- Ü Boeing Math Academy
- Ü Boeing Math Academy
- Ü Learning Together (peer tutoring)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Our primary commitment to parents is to approach every academic, social and disciplinary concern as if the child involved is our own. We continually disseminate information with parents via conferences, newsletters, phone calls, and teacher reports.

Parents

Parents are to embrace the partnership between school and home necessary for optimal student success. Parents can model the value of lifelong learning, by reading in the home, limiting television and following up on school work.

Transportation Policy

Since all of Redbird's attendance area is within one mile of the school, the only bus transportation provided is for students in special education as addressed in the IEP. Transportation is not provided for open enrollment students.

School Honors

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

Award/Honor	Year
Ü Rodel Exemplary Teacher	2006
Ü Rodel Exemplary Teacher	2005
Ü Classified Employee of the Month	2005
Ü Classified Employee of the Month	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	76	5547	80010	99	98	99	428	453	447	12	8	10	26	16	18	59	56	53	3	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	2719	38935	98	98	99	431	452	447	10	8	9	20	17	19	71	56	55	NA	19	17
Male	35	2828	40974	100	98	98	424	453	448	14	8	11	34	15	18	46	55	52	6	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	52	2182	34545	96	98	99	427	434	432	12	12	14	25	23	24	62	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	NC	226	3979	NC	97	96	NC	436	424	NC	14	17	NC	23	30	NC	51	47	NC	11	6
White	14	2783	35142	100	98	99	434	469	465	7	4	5	21	9	11	64	55	56	7	31	28
Students with Disabilities	12	645	10161	100	90	93	396	419	419	42	27	28	25	30	28	33	36	36	NA	7	8
Students without Disabilities	64	4902	69849	98	99	100	433	457	451	6	5	7	27	14	17	64	58	56	3	22	19
Limited English Proficient Students	22	877	14013	100	97	97	415	415	413	18	20	24	27	33	34	50	44	39	5	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	64	3005	39029	98	97	98	430	437	432	11	11	14	25	22	25	61	57	52	3	10	9
Non-Economically Disadvantaged	12	2542	40981	100	99	100	417	472	462	17	4	6	33	9	13	50	54	54	NA	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	76	5457	79438	99	97	98	437	457	451	11	7	9	32	21	24	53	60	56	5	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	2686	38775	98	97	99	446	463	457	10	5	7	24	19	22	61	62	58	5	14	13
Male	35	2770	40560	100	96	97	426	452	446	11	8	12	40	23	25	43	58	54	6	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	52	2140	34297	96	96	98	436	437	434	12	11	14	27	31	31	60	54	50	2	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	14	2744	34887	100	97	98	437	475	471	14	3	4	36	13	15	36	65	63	14	19	18
Students with Disabilities	12	557	9588	100	77	88	389	420	416	42	24	30	33	32	32	25	38	34	NA	5	5
Students without Disabilities	64	4900	69850	98	99	100	445	461	456	5	5	7	31	20	23	58	62	59	6	13	12
Limited English Proficient Students	22	846	13856	100	93	96	414	411	407	27	22	27	36	44	43	36	34	29	NA	0	1
Migrant Students	NC	35	600	NC	88	96	NC	422	418	NC	17	22	NC	43	38	NC	40	39	NC	NA	2
Economically Disadvantaged	64	2946	38685	98	95	97	438	441	435	9	10	14	34	29	32	50	55	50	6	5	5
Non-Economically Disadvantaged	12	2511	40753	100	98	99	430	477	467	17	3	5	17	12	16	67	65	62	NA	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	77	5524	79971	100	98	99	393	415	423	12	8	8	57	46	41	31	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2715	38974	100	98	99	413	429	437	7	5	5	50	40	33	43	53	57	NA	2	4
Male	35	2808	40895	100	97	98	368	402	410	17	11	10	66	53	47	17	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	53	2166	34481	98	97	99	389	399	410	13	12	10	58	53	46	28	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	14	2779	35150	100	98	99	399	429	437	14	5	5	50	41	35	36	52	56	NA	2	5
Students with Disabilities	12	645	10258	100	90	94	376	373	377	8	20	23	67	54	51	25	24	25	NA	1	1
Students without Disabilities	65	4879	69713	100	99	100	396	420	429	12	6	5	55	45	39	32	46	52	NA	2	3
Limited English Proficient Students	22	865	13985	100	95	97	347	371	382	23	22	18	59	56	54	18	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	64	2986	38994	98	97	98	390	401	409	14	11	10	55	52	47	31	36	41	NA	1	1
Non-Economically Disadvantaged	13	2538	40977	100	99	100	405	432	437	NA	4	5	69	40	34	31	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	89	5739	80147	99	98	99	473	498	482	16	6	11	16	13	17	55	48	49	13	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2849	39281	100	99	99	476	498	483	11	5	9	20	13	17	50	49	50	18	33	24
Male	45	2889	40780	98	98	98	469	497	482	20	7	12	11	12	17	60	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	53	2106	33494	98	98	99	470	479	466	17	9	15	11	18	23	62	55	49	9	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	21	2998	36122	100	98	99	487	514	501	10	4	5	14	8	10	48	44	50	29	44	35
Students with Disabilities	19	657	10295	100	90	92	432	451	443	42	25	33	21	27	26	32	38	33	5	10	8
Students without Disabilities	70	5082	69852	99	99	100	481	503	488	9	4	7	14	11	16	61	50	51	16	35	26
Limited English Proficient Students	20	640	12722	100	96	97	448	449	441	25	19	27	25	31	33	50	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	71	2944	38371	100	97	97	467	480	465	15	9	15	18	18	23	59	52	49	7	20	13
Non-Economically Disadvantaged	18	2795	41776	95	99	100	497	516	498	17	3	6	6	7	11	39	45	49	39	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	89	5655	79686	99	97	98	459	478	470	8	7	11	31	21	24	56	61	57	4	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2823	39163	100	98	99	468	482	475	9	6	9	20	19	22	66	63	60	5	12	10
Male	45	2831	40438	98	96	97	450	474	465	7	9	13	42	22	25	47	60	54	4	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	53	2071	33299	98	96	98	454	458	452	9	12	17	34	30	32	51	54	47	6	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	21	2959	35914	100	97	98	476	495	489	NA	3	5	24	13	15	71	67	67	5	17	14
Students with Disabilities	19	571	9808	100	78	87	421	440	432	21	25	35	47	35	32	26	35	30	5	5	3
Students without Disabilities	70	5084	69878	99	99	100	467	482	475	4	5	8	27	19	23	64	64	61	4	12	9
Limited English Proficient Students	20	617	12594	100	93	96	429	425	422	15	31	34	60	46	45	25	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	71	2879	38095	100	95	97	454	462	452	7	11	17	35	29	32	55	55	48	3	5	3
Non-Economically Disadvantaged	18	2776	41591	95	98	99	479	495	486	11	3	6	17	13	16	61	67	65	11	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	90	5728	80372	100	98	99	452	476	475	4	3	4	51	31	30	42	64	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2841	39452	100	99	99	463	487	488	5	2	3	45	22	22	48	73	72	2	3	3
Male	46	2887	40836	100	98	98	440	464	464	4	4	6	57	39	37	37	56	56	2	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	54	2102	33608	100	98	99	451	460	462	6	6	6	54	38	36	37	55	57	4	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	21	2995	36213	100	98	99	452	487	489	5	2	2	38	24	22	57	72	72	NA	3	3
Students with Disabilities	19	651	10526	100	89	94	407	428	427	11	13	15	63	53	53	21	32	31	5	2	1
Students without Disabilities	71	5077	69846	100	99	100	461	481	482	3	2	3	48	28	26	48	68	69	1	2	2
Limited English Proficient Students	20	637	12747	100	96	97	427	421	432	10	16	12	70	52	52	20	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	71	2941	38521	100	97	98	449	462	461	4	5	6	54	38	38	41	56	55	1	1	1
Non-Economically Disadvantaged	19	2787	41851	100	99	100	460	491	489	5	1	3	42	23	22	47	73	72	5	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	93	5603	79306	100	98	99	491	518	504	15	9	13	27	15	20	45	50	49	13	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2724	38845	100	98	99	490	518	505	14	8	11	27	16	20	51	51	50	8	26	18
Male	44	2879	40383	100	97	98	492	517	504	16	10	14	27	14	19	39	50	47	18	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	64	2000	32673	100	98	99	489	496	487	13	14	18	28	22	25	50	52	46	9	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	15	2974	36234	100	98	99	511	535	523	13	4	6	27	9	13	27	49	52	33	37	28
Students with Disabilities	15	622	10286	100	87	91	435	469	462	40	32	41	40	27	27	20	34	27	NA	7	5
Students without Disabilities	78	4981	69020	100	99	100	499	523	510	10	6	9	24	14	18	50	52	52	15	28	21
Limited English Proficient Students	23	601	10291	100	95	96	468	462	458	30	34	38	35	33	34	26	31	26	9	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	77	2874	37437	100	97	97	483	499	486	17	13	19	27	21	26	48	51	46	8	14	9
Non-Economically Disadvantaged	16	2729	41869	100	98	100	529	538	521	6	4	7	25	9	14	31	49	51	38	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	93	5547	79000	100	97	98	476	496	489	10	7	10	31	20	24	54	62	58	5	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2710	38774	100	98	99	480	501	494	8	5	7	33	19	22	53	63	61	6	12	10
Male	44	2837	40150	100	96	98	470	492	485	11	9	12	30	21	25	55	61	55	5	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	64	1963	32508	100	96	98	476	476	472	6	12	15	33	31	33	56	53	49	5	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	15	2962	36135	100	97	98	486	513	508	13	3	4	27	12	14	53	69	67	7	16	15
Students with Disabilities	15	569	9991	100	79	88	416	456	449	47	22	33	33	36	36	20	39	29	NA	3	2
Students without Disabilities	78	4978	69009	100	99	100	485	500	495	3	5	6	31	19	22	60	65	62	6	12	10
Limited English Proficient Students	23	573	10199	100	91	95	452	441	439	17	33	35	48	46	47	35	20	18	NA	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	77	2829	37234	100	96	97	467	478	472	12	11	15	32	29	33	55	55	50	1	4	3
Non-Economically Disadvantaged	16	2718	41766	100	98	99	516	515	505	NA	2	5	25	11	16	50	69	65	25	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	93	5609	79611	100	98	99	457	490	496	12	7	7	56	43	37	30	50	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2732	39016	100	98	99	466	505	511	10	4	4	55	34	29	35	61	66	NA	1	1
Male	44	2877	40519	100	97	98	447	476	482	14	9	10	57	51	44	25	40	46	5	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	64	2001	32855	100	98	99	452	470	481	14	11	10	53	51	43	30	37	47	3	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	15	2984	36380	100	98	99	479	504	511	7	4	4	53	36	30	40	59	65	NA	1	1
Students with Disabilities	15	639	10664	100	89	94	414	437	440	20	21	23	60	56	54	7	20	22	13	4	1
Students without Disabilities	78	4970	68947	100	99	100	464	496	504	10	5	4	55	41	34	35	54	61	NA	0	1
Limited English Proficient Students	23	599	10362	100	95	97	398	415	438	39	30	22	48	56	57	13	14	21	NA	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	77	2874	37626	100	97	98	449	472	479	13	10	10	60	51	45	25	38	45	3	1	0
Non-Economically Disadvantaged	16	2735	41985	100	99	100	495	508	511	6	3	4	38	34	30	56	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	101	5505	79327	100	98	98	516	531	518	13	12	19	21	16	20	56	50	46	10	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2626	38961	100	98	98	514	532	520	12	11	16	25	17	20	55	51	48	8	21	16
Male	50	2875	40295	100	98	97	518	531	516	14	13	21	16	16	19	58	48	44	12	23	16
African American	10	215	4247	100	97	98	NA	504	499	NA	24	27	NA	25	24	NA	41	41	NA	10	8
Hispanic	59	1926	32327	100	98	98	510	510	499	12	18	27	24	23	25	59	49	41	5	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	28	2984	36373	100	99	98	539	549	538	11	7	10	11	11	14	54	51	52	25	31	25
Students with Disabilities	13	587	9321	100	89	87	457	473	467	54	44	54	15	23	22	31	27	21	NA	5	3
Students without Disabilities	88	4918	70006	100	99	100	522	537	524	7	8	14	22	15	19	60	53	49	11	24	18
Limited English Proficient Students	18	525	9431	100	95	95	495	475	466	22	40	53	22	30	27	56	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	77	2687	37097	100	97	97	514	511	498	14	18	27	18	21	25	58	49	41	9	11	7
Non-Economically Disadvantaged	24	2818	42230	100	99	99	524	550	535	8	6	11	29	11	15	50	50	50	13	32	24

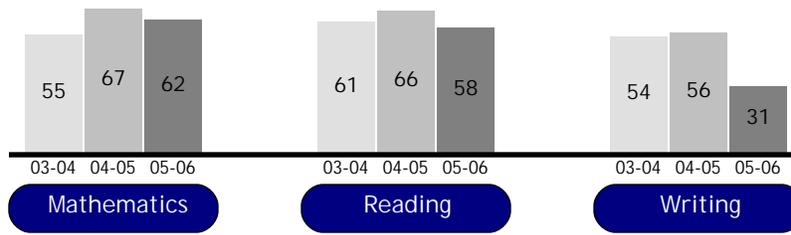
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	5447	79501	100	97	98	500	506	497	3	6	10	25	20	25	63	68	60	9	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2606	39062	100	98	99	503	510	502	2	5	8	25	19	23	59	70	64	14	6	5
Male	50	2837	40368	100	97	98	497	503	491	4	8	13	24	22	27	68	66	57	4	5	3
African American	10	214	4279	100	97	99	NA	492	485	NA	11	14	NA	30	30	NA	56	54	NA	3	2
Hispanic	59	1887	32389	100	96	98	496	488	478	5	10	16	25	31	34	61	58	48	8	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	28	2973	36446	100	98	99	517	521	516	NA	4	4	14	12	15	71	76	73	14	8	7
Students with Disabilities	13	532	9411	100	80	88	452	461	453	8	28	36	46	34	36	31	34	26	15	4	1
Students without Disabilities	88	4915	70090	100	99	100	505	510	502	2	4	7	22	19	24	68	72	65	8	6	5
Limited English Proficient Students	18	496	9401	100	90	94	468	450	443	11	28	40	44	51	46	44	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	77	2646	37183	100	96	97	493	489	479	4	10	16	27	29	34	62	59	49	6	2	1
Non-Economically Disadvantaged	24	2801	42318	100	98	99	522	522	513	NA	3	5	17	12	17	67	76	70	17	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	98	5492	80000	98	98	99	559	565	564	3	3	3	6	10	11	82	77	75	9	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	2626	39288	100	98	99	567	580	579	4	2	2	NA	5	6	82	78	77	14	15	16
Male	48	2862	40644	96	97	98	550	552	549	2	4	4	13	14	15	81	76	74	4	6	7
African American	10	218	4307	100	99	99	NA	550	551	NA	6	4	NA	11	13	NA	75	75	NA	8	7
Hispanic	58	1917	32672	98	97	99	556	548	548	3	4	4	5	13	14	83	77	76	9	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	26	2977	36602	96	98	99	562	578	579	4	2	2	4	8	7	81	77	75	12	14	16
Students with Disabilities	12	585	9919	92	88	93	487	497	505	8	11	9	17	34	35	58	51	54	17	5	2
Students without Disabilities	86	4907	70081	99	99	100	566	572	571	2	2	2	5	7	7	85	80	79	8	11	12
Limited English Proficient Students	17	517	9571	94	93	96	514	490	502	12	14	10	6	29	29	82	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	75	2675	37534	97	97	98	558	547	547	3	4	4	7	14	15	83	77	76	8	5	5
Non-Economically Disadvantaged	23	2817	42466	100	99	100	563	582	578	4	1	2	4	7	7	78	77	75	13	15	16

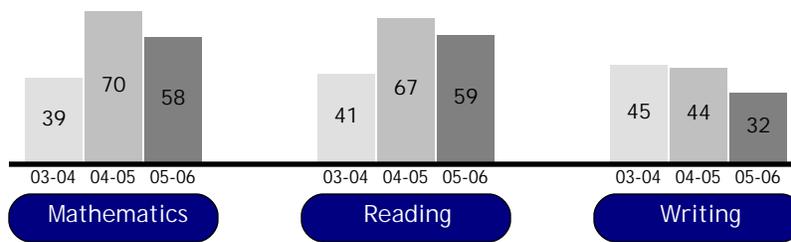
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	85	48	NA	58	97	39	50	47	95	34	50	46
	Language	89	31	53	50	97	38	49	47	95	28	50	48
	Mathematics	90	41	71	64	96	40	54	50	95	37	56	52
3	Reading	72	50	NA	55	98	41	50	44	99	39	52	46
	Language	79	54	63	61	98	41	49	44	99	39	48	46
	Mathematics	84	46	66	61	98	48	55	51	99	43	56	52
4	Reading	93	54	NA	56	94	44	52	48	96	44	58	52
	Language	100	47	55	52	94	43	52	49	96	41	58	52
	Mathematics	98	61	68	61	94	50	59	53	96	56	67	58
5	Reading	92	44	NA	55	100	52	55	50	97	44	61	56
	Language	94	44	55	49	100	48	55	50	97	43	59	54
	Mathematics	97	55	71	63	100	47	54	49	97	41	59	52
6	Reading	99	54	NA	56	96	51	58	51	96	56	63	56
	Language	100	45	55	48	96	46	54	47	95	48	58	50
	Mathematics	100	68	76	66	96	54	62	52	96	61	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Student Discipline
- Ü Homework Policy
- Ü Attendance Policy
- Ü Dress Code
- Ü Academic Goals
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	3.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	7	1	0	0
10 or more years	3	19	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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 Lab/Macintosh iMac
- Ü Learning Center Lab
- Ü Media Center

Extracurricular Activities

- Ü After School Sports Grades 4-6
- Ü Student Council
- Ü Gardening Club
- Ü After School Reading Program
- Ü Home Work Club
- Ü Learning Together
- Ü Boeing Math Academy

Social Services

- Ü School Counselor
- Ü Afterschool Program
- Ü Universal Free Breakfast Program
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Redbird students met their Accelerated Reader schoolwide goal last year representing a significant amount of independent reading in grade-appropriate books. Media Center circulation has gone from 60,000 books a year to 65,000 books a year.

- ü The state of Arizona's Measure of Academic Progress (MAP) indicated that Redbird students showed more than a year's worth of growth for a year's worth of school in every category.

- ü Redbird has two Rodel Exemplary Teachers.

- ü Under AZLearns, Redbird has maintained the label of Performing Plus for the past two years.

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	87	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

Our safety campaign includes daily reminders that all are responsible for a safe environment. We conduct inspections and safety drills. We reversed lunch resulting in less recess accidents and less incidents of bullying and fighting. Our citizenship program promotes safety and responsibility.

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	Cheryl Rohrer	(480) 472-1200
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Nicolas Z. Parker	(480) 472-1200
School Nutrition Programs	Debbie Nelson	(480) 472-1225
Parent Organization	Willis Lee	(480) 472-1200
Student Health/Nurse	Ann Gandomi	(480) 472-1205

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.