

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7029 E Brown Road, Mesa, AZ 85207

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
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Karla Nielson Carlson
 Schedule : 07:00 AM to 03:30 PM
 Grades : Pre-K-6
 Web Address : www.mpsaz.org/salk/
 Phone Number : (480) 472-8400
 Fax Number : (480) 472-8484
 E-mail : krcarlso@mpsaz.org

Mission

The staff, students and parents of Salk dedicate themselves to preparing students to be productive, informed, successful members of a democratic society through the development of basic skills, self-esteem, self-motivation and citizenship. Our zero bullying policy encourages the safety for everyone and creates an atmosphere that maximizes learning for all. Our school is a great place to learn by the greatest teachers who care.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

ü Reading: Increase average percent correct or average grade-level percentile.

ü Math: Increase average percent correct or average grade-level percentile.

Enrollment

October 1, 2005 School Year Student Enrollment : 889
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 47

Instructional Programs

- ü At-Risk Preschool
- ü On-Site Special Education
- ü Gifted
- ü Junior Achievement

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, positive environment. Provide a strong academic program. Be receptive to the unique needs of every child and their families. Communicate regularly with parents. Create opportunities for parental involvement and parental input. Every member of this staff, regardless of the time of day they work, gives their all to making Salk the best educational opportunity for the children. You won't find educators more dedicated than the ones who work here.

Parents

Encourage a positive attitude toward school. Respond to teachers and other staff with respect. Promote regular attendance and on-time arrival. Provide a nurturing setting, communicate with the school by note, phone calls, attendance at conferences. We ask parents to get involved with their child's education and be a positive partner with us.

Transportation Policy

Busing is provided for all 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 2005 Movie Fest Winner, 'Best Elementary Student Movie'	2005
ü Teacher of the Year Award	2005
ü Space Academy Training Program for Teachers	2005
ü Accelerated Reading Awards	2005

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	120	5547	80010	99	98	99	449	453	447	6	8	10	10	16	18	73	56	53	11	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	2719	38935	100	98	99	446	452	447	6	8	9	14	17	19	69	56	55	11	19	17
Male	55	2828	40974	98	98	98	452	453	448	5	8	11	5	15	18	78	55	52	11	22	19
African American	13	236	4201	100	98	99	443	437	430	8	15	17	15	19	23	69	56	51	8	11	9
Hispanic	39	2182	34545	100	98	99	440	434	432	8	12	14	10	23	24	77	56	53	5	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	58	2783	35142	98	98	99	456	469	465	3	4	5	10	9	11	69	55	56	17	31	28
Students with Disabilities	15	645	10161	94	90	93	423	419	419	27	27	28	27	30	28	33	36	36	13	7	8
Students without Disabilities	105	4902	69849	100	99	100	453	457	451	3	5	7	8	14	17	79	58	56	10	22	19
Limited English Proficient Students	13	877	14013	100	97	97	438	415	413	8	20	24	8	33	34	85	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	74	3005	39029	99	97	98	443	437	432	5	11	14	11	22	25	80	57	52	4	10	9
Non-Economically Disadvantaged	46	2542	40981	100	99	100	458	472	462	7	4	6	9	9	13	63	54	54	22	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	115	5457	79438	95	97	98	454	457	451	4	7	9	22	21	24	69	60	56	5	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	2686	38775	95	97	99	457	463	457	3	5	7	23	19	22	66	62	58	8	14	13
Male	53	2770	40560	95	96	97	451	452	446	6	8	12	21	23	25	72	58	54	2	10	9
African American	12	235	4178	92	98	98	434	445	439	8	9	13	42	28	29	50	55	52	NA	9	6
Hispanic	38	2140	34297	97	96	98	444	437	434	8	11	14	24	31	31	68	54	50	NA	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	56	2744	34887	95	97	98	465	475	471	NA	3	4	20	13	15	70	65	63	11	19	18
Students with Disabilities	10	557	9588	63	77	88	NA	420	416	NA	24	30	NA	32	32	NA	38	34	NA	5	5
Students without Disabilities	105	4900	69850	100	99	100	455	461	456	4	5	7	22	20	23	70	62	59	5	13	12
Limited English Proficient Students	13	846	13856	100	93	96	432	411	407	23	22	27	8	44	43	69	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	97	95	97	442	441	435	5	10	14	30	29	32	64	55	50	NA	5	5
Non-Economically Disadvantaged	42	2511	40753	91	98	99	475	477	467	2	3	5	7	12	16	76	65	62	14	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	5524	79971	98	98	99	409	415	423	8	8	8	52	46	41	40	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	2715	38974	100	98	99	421	429	437	3	5	5	49	40	33	48	53	57	NA	2	4
Male	54	2808	40895	96	97	98	395	402	410	13	11	10	56	53	47	31	35	41	NA	1	2
African American	13	235	4203	100	98	99	371	408	411	23	8	11	54	55	45	23	34	43	NA	3	2
Hispanic	39	2166	34481	100	97	99	404	399	410	8	12	10	59	53	46	33	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	57	2779	35150	97	98	99	417	429	437	5	5	5	47	41	35	47	52	56	NA	2	5
Students with Disabilities	15	645	10258	94	90	94	385	373	377	13	20	23	53	54	51	33	24	25	NA	1	1
Students without Disabilities	104	4879	69713	99	99	100	412	420	429	7	6	5	52	45	39	41	46	52	NA	2	3
Limited English Proficient Students	13	865	13985	100	95	97	378	371	382	23	22	18	38	56	54	38	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	97	97	98	403	401	409	8	11	10	56	52	47	36	36	41	NA	1	1
Non-Economically Disadvantaged	46	2538	40977	100	99	100	418	432	437	7	4	5	46	40	34	48	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	138	5739	80147	100	98	99	491	498	482	11	6	11	9	13	17	51	48	49	28	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	2849	39281	100	99	99	491	498	483	8	5	9	9	13	17	61	49	50	22	33	24
Male	64	2889	40780	100	98	98	492	497	482	14	7	12	9	12	17	41	48	48	36	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	54	2106	33494	100	98	99	477	479	466	15	9	15	15	18	23	50	55	49	20	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	68	2998	36122	100	98	99	505	514	501	7	4	5	4	8	10	53	44	50	35	44	35
Students with Disabilities	19	657	10295	100	90	92	459	451	443	37	25	33	16	27	26	26	38	33	21	10	8
Students without Disabilities	119	5082	69852	100	99	100	497	503	488	7	4	7	8	11	16	55	50	51	29	35	26
Limited English Proficient Students	13	640	12722	100	96	97	463	449	441	15	19	27	15	31	33	62	45	37	8	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	83	2944	38371	100	97	97	482	480	465	14	9	15	12	18	23	49	52	49	24	20	13
Non-Economically Disadvantaged	55	2795	41776	100	99	100	506	516	498	5	3	6	5	7	11	55	45	49	35	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	132	5655	79686	96	97	98	471	478	470	8	7	11	25	21	24	60	61	57	8	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	2823	39163	96	98	99	472	482	475	6	6	9	25	19	22	62	63	60	7	12	10
Male	61	2831	40438	95	96	97	470	474	465	10	9	13	25	22	25	57	60	54	8	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	50	2071	33299	93	96	98	454	458	452	14	12	17	36	30	32	46	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	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	67	2959	35914	99	97	98	487	495	489	4	3	5	12	13	15	72	67	67	12	17	14
Students with Disabilities	13	571	9808	68	78	87	455	440	432	15	25	35	31	35	32	54	35	30	NA	5	3
Students without Disabilities	119	5084	69878	100	99	100	473	482	475	7	5	8	24	19	23	61	64	61	8	12	9
Limited English Proficient Students	13	617	12594	100	93	96	432	425	422	31	31	34	38	46	45	31	23	21	NA	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	79	2879	38095	95	95	97	463	462	452	9	11	17	27	29	32	58	55	48	6	5	3
Non-Economically Disadvantaged	53	2776	41591	96	98	99	482	495	486	6	3	6	23	13	16	62	67	65	9	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	137	5728	80372	99	98	99	474	476	475	1	3	4	36	31	30	62	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	2841	39452	100	99	99	485	487	488	NA	2	3	31	22	22	69	73	72	NA	3	3
Male	63	2887	40836	98	98	98	461	464	464	3	4	6	43	39	37	54	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	54	2102	33608	100	98	99	461	460	462	4	6	6	41	38	36	56	55	57	NA	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	67	2995	36213	99	98	99	484	487	489	NA	2	2	33	24	22	67	72	72	NA	3	3
Students with Disabilities	18	651	10526	95	89	94	447	428	427	6	13	15	61	53	53	33	32	31	NA	2	1
Students without Disabilities	119	5077	69846	100	99	100	478	481	482	1	2	3	33	28	26	66	68	69	NA	2	2
Limited English Proficient Students	13	637	12747	100	96	97	442	421	432	8	16	12	62	52	52	31	32	36	NA	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	83	2941	38521	100	97	98	467	462	461	2	5	6	41	38	38	57	56	55	NA	1	1
Non-Economically Disadvantaged	54	2787	41851	98	99	100	484	491	489	NA	1	3	30	23	22	70	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	138	5603	79306	100	98	99	508	518	504	13	9	13	21	15	20	44	50	49	22	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	2724	38845	100	98	99	511	518	505	11	8	11	18	16	20	44	51	50	26	26	18
Male	66	2879	40383	100	97	98	505	517	504	15	10	14	24	14	19	44	50	47	17	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	53	2000	32673	100	98	99	492	496	487	17	14	18	32	22	25	36	52	46	15	12	10
Asian/Pacific Islander	--	157	2147	--	99	99	--	535	539	--	6	5	--	6	10	--	52	46	--	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	72	2974	36234	100	98	99	524	535	523	8	4	6	13	9	13	51	49	52	28	37	28
Students with Disabilities	17	622	10286	100	87	91	458	469	462	53	32	41	18	27	27	29	34	27	NA	7	5
Students without Disabilities	121	4981	69020	100	99	100	515	523	510	7	6	9	21	14	18	46	52	52	25	28	21
Limited English Proficient Students	16	601	10291	100	95	96	447	462	458	44	34	38	50	33	34	6	31	26	NA	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	81	2874	37437	100	97	97	497	499	486	16	13	19	25	21	26	43	51	46	16	14	9
Non-Economically Disadvantaged	57	2729	41869	100	98	100	524	538	521	9	4	7	16	9	14	46	49	51	30	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	133	5547	79000	96	97	98	485	496	489	10	7	10	26	20	24	57	62	58	8	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	2710	38774	99	98	99	488	501	494	10	5	7	20	19	22	62	63	61	8	12	10
Male	62	2837	40150	94	96	98	481	492	485	10	9	12	32	21	25	52	61	55	6	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	50	1963	32508	94	96	98	473	476	472	12	12	15	36	31	33	46	53	49	6	4	3
Asian/Pacific Islander	--	156	2142	--	99	99	--	510	510	--	2	4	--	17	14	--	66	67	--	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	70	2962	36135	97	97	98	497	513	508	4	3	4	19	12	14	70	69	67	7	16	15
Students with Disabilities	12	569	9991	71	79	88	464	456	449	8	22	33	58	36	36	33	39	29	NA	3	2
Students without Disabilities	121	4978	69009	100	99	100	487	500	495	10	5	6	22	19	22	60	65	62	8	12	10
Limited English Proficient Students	14	573	10199	88	91	95	438	441	439	29	33	35	57	46	47	14	20	18	NA	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	78	2829	37234	96	96	97	477	478	472	12	11	15	29	29	33	53	55	50	6	4	3
Non-Economically Disadvantaged	55	2718	41766	96	98	99	496	515	505	7	2	5	20	11	16	64	69	65	9	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	136	5609	79611	99	98	99	477	490	496	9	7	7	49	43	37	42	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	2732	39016	97	98	99	495	505	511	4	4	4	43	34	29	53	61	66	NA	1	1
Male	66	2877	40519	100	97	98	458	476	482	14	9	10	56	51	44	30	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	51	2001	32855	96	98	99	469	470	481	10	11	10	51	51	43	39	37	47	NA	0	0
Asian/Pacific Islander	--	157	2149	--	99	100	--	508	519	--	3	4	--	31	24	--	66	70	--	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	72	2984	36380	100	98	99	487	504	511	7	4	4	44	36	30	49	59	65	NA	1	1
Students with Disabilities	17	639	10664	100	89	94	411	437	440	29	21	23	65	56	54	6	20	22	NA	4	1
Students without Disabilities	119	4970	68947	98	99	100	487	496	504	6	5	4	47	41	34	47	54	61	NA	0	1
Limited English Proficient Students	14	599	10362	88	95	97	410	415	438	29	30	22	64	56	57	7	14	21	NA	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	79	2874	37626	98	97	98	466	472	479	10	10	10	58	51	45	32	38	45	NA	1	0
Non-Economically Disadvantaged	57	2735	41985	100	99	100	494	508	511	7	3	4	37	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	139	5505	79327	100	98	98	524	531	518	17	12	19	17	16	20	49	50	46	18	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	2626	38961	100	98	98	525	532	520	18	11	16	18	17	20	43	51	48	21	21	16
Male	72	2875	40295	100	98	97	524	531	516	15	13	21	15	16	19	54	48	44	15	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	42	1926	32327	98	98	98	511	510	499	26	18	27	14	23	25	48	49	41	12	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	83	2984	36373	100	99	98	535	549	538	8	7	10	16	11	14	53	51	52	23	31	25
Students with Disabilities	19	587	9321	100	89	87	459	473	467	68	44	54	16	23	22	16	27	21	NA	5	3
Students without Disabilities	120	4918	70006	100	99	100	535	537	524	8	8	14	17	15	19	54	53	49	21	24	18
Limited English Proficient Students	10	525	9431	100	95	95	NA	475	466	NA	40	53	NA	30	27	NA	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	69	2687	37097	100	97	97	516	511	498	20	18	27	14	21	25	51	49	41	14	11	7
Non-Economically Disadvantaged	70	2818	42230	100	99	99	532	550	535	13	6	11	19	11	15	47	50	50	21	32	24

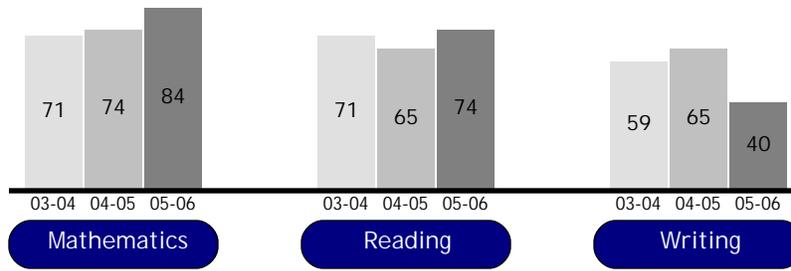
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	5447	79501	98	97	98	500	506	497	9	6	10	24	20	25	60	68	60	7	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	2606	39062	96	98	99	507	510	502	5	5	8	28	19	23	56	70	64	11	6	5
Male	72	2837	40368	100	97	98	494	503	491	13	8	13	21	22	27	63	66	57	4	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	40	1887	32389	93	96	98	489	488	478	15	10	16	20	31	34	63	58	48	3	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	83	2973	36446	100	98	99	508	521	516	5	4	4	25	12	15	59	76	73	11	8	7
Students with Disabilities	16	532	9411	84	80	88	444	461	453	44	28	36	38	34	36	19	34	26	NA	4	1
Students without Disabilities	120	4915	70090	100	99	100	508	510	502	4	4	7	23	19	24	65	72	65	8	6	5
Limited English Proficient Students	NC	496	9401	NC	90	94	NC	450	443	NC	28	40	NC	51	46	NC	20	14	NC	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	67	2646	37183	97	96	97	490	489	479	12	10	16	27	29	34	58	59	49	3	2	1
Non-Economically Disadvantaged	69	2801	42318	99	98	99	510	522	513	6	3	5	22	12	17	61	76	70	12	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	139	5492	80000	100	98	99	548	565	564	4	3	3	13	10	11	78	77	75	5	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	2626	39288	100	98	99	560	580	579	1	2	2	12	5	6	81	78	77	6	15	16
Male	72	2862	40644	100	97	98	536	552	549	6	4	4	14	14	15	76	76	74	4	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	42	1917	32672	98	97	99	549	548	548	2	4	4	14	13	14	81	77	76	2	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	83	2977	36602	100	98	99	550	578	579	5	2	2	11	8	7	77	77	75	7	14	16
Students with Disabilities	19	585	9919	100	88	93	442	497	505	26	11	9	47	34	35	26	51	54	NA	5	2
Students without Disabilities	120	4907	70081	100	99	100	565	572	571	NA	2	2	8	7	7	87	80	79	6	11	12
Limited English Proficient Students	10	517	9571	100	93	96	NA	490	502	NA	14	10	NA	29	29	NA	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	99	97	98	543	547	547	4	4	4	15	14	15	75	77	76	6	5	5
Non-Economically Disadvantaged	71	2817	42466	100	99	100	552	582	578	3	1	2	11	7	7	82	77	75	4	15	16

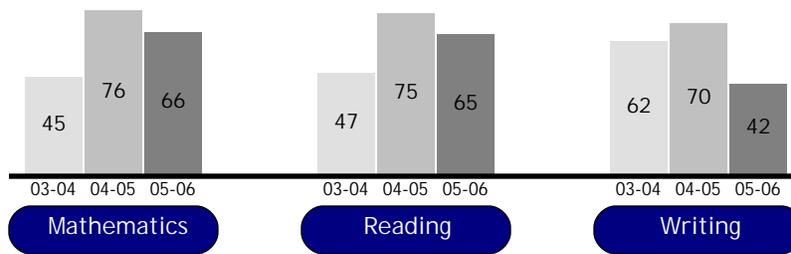
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	87	51	NA	58	100	48	50	47	93	50	50	46
	Language	93	40	53	50	100	46	49	47	93	56	50	48
	Mathematics	93	66	71	64	100	46	54	50	98	56	56	52
3	Reading	91	51	NA	55	100	45	50	44	95	48	52	46
	Language	95	55	63	61	100	42	49	44	99	41	48	46
	Mathematics	92	71	66	61	100	50	55	51	99	56	56	52
4	Reading	91	59	NA	56	98	47	52	48	96	52	58	52
	Language	95	49	55	52	98	45	52	49	100	52	58	52
	Mathematics	95	65	68	61	98	57	59	53	100	65	67	58
5	Reading	92	51	NA	55	99	55	55	50	96	52	61	56
	Language	92	44	55	49	99	52	55	50	100	52	59	54
	Mathematics	90	61	71	63	99	50	54	49	100	50	59	52
6	Reading	95	56	NA	56	100	57	58	51	96	56	63	56
	Language	96	53	55	48	100	50	54	47	99	48	58	50
	Mathematics	96	72	76	66	100	59	62	52	99	65	68	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Communication
- Ü School Safety Issues
- Ü Self-esteem/Recognition
- Ü Student Discipline
- Ü School Spirit
- Ü Student Council Advisory

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	48.00
Other Professional Staff	3.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	0	6	0	0
7 to 9 years	3	2	0	0
10 or more years	12	21	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	48
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 Flight Center
- Ü Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Chess Club
- Ü After School Sports
- Ü Pom and Cheer
- Ü Accelerated Reader Club

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Counseling Services
- Ü After School Child Care

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Salk students performed at potential last year. The school exceeded their goals.

- ü Community partnerships were continued. Boeing retirees, served as volunteer instructors in the flight center. Salk is also in partnership with Boeing to present the Junior Achievement program.

- ü Salk received the 2004 Achievement Award for the Prevention of School Bullying from The Greater Phoenix Child Abuse Prevention Council. The community is asked to sign a pledge to help promote a positive school climate by respecting others.

- ü Salk received the 2005 Vera E. Johnson Spirit of Unity Award for the City of Mesa's Dr. Martin Luther King Celebration. The school was regognized because it utilizes the Peace Power program to promote social justice.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	91	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

Members of the staff work together to establish a climate of mutual respect and promote student safety. Teachers/aides are on duty when students are arriving/leaving campus and are assigned to playgrounds. There is a schoolwide safety emergency plan. We practice monthly fire drills and once a year, we practice campus evacuation drill to Red Mountain High School. We are a bully free school and have zero tolerance for those who violate the safety and well being of others.

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) :

8

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	Karla R. Carlson	(480) 472-8400
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Jeff Lane	(480) 472-8405
School Nutrition Programs	Monica Bloodworth	(480) 472-8417
Parent Organization	Kim Lambert	(480) 472-8401
Student Health/Nurse	Katie Thorson	(480) 472-8407

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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

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