



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1435 E McLellan, Mesa, AZ 85203

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	Excelling
2004-05	Highly Performing
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mr. Lee McKenzie  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-6  
 Web Address : www.mpsaz.org/macarthur/  
 Phone Number : (480) 472-7800  
 Fax Number : (480) 472-7824  
 E-mail : Immckenz@mpsaz.org

Mission

MISSION:  
To prepare our students to be successful, contributing members of society by teaching the essential skills of literacy, lifelong learning, citizenship and leadership; using the most effective techniques and maintaining the highest standards.

PHILOSOPHY:  
ALL students are 'Born to Win' and we work together as a school community to make this a reality.

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 To increase student success and achievement by focusing on teaching the Power Standards for each grade level.
- ü To increase student success and achievement by monitoring student mastery of the Power Standards for each grade level.
- ü To increase student success and achievement by having high expectations for all students and using effective practices to teach students.
- ü To increase student success and achievement by providing a safe learning environment through teaching students to practice the "Traits of a WINNER."

Enrollment

October 1, 2005 School Year Student Enrollment : 645  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 85

Instructional Programs

- ü Research Based Instructional Methods
- ü Computer and Information Literacy
- ü Reading Renaissance
- ü Gifted Classes
- ü Researched Based Instructional Materials
- ü On Site Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Using effective teaching practices, provide relevant and motivating standards based instruction. Provide for individual differences. Promote high quality work. Give positive encouragement. Treat people with courtesy and respect. Communicate regularly with parents. Be a positive role models for all children. Provide a safe, positive and supporting learning environment for all students. Teach and reinforce positive character traits.

Parents

Check homework and make sure it is done properly and with quality. Involve children in reading activities at home on a daily basis. Make sure that children attend school regularly and on time. Positively encourage children. Participate in school activities. Reinforce positive character traits. Regular communication with the school and teachers. Actively support the school and district policies.

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 Both band and strings received Superior contest ratings	2005
ü Multiple Writing Contest Winners Individuals and Groups	2004
ü Multiple Awards for School Web Site	2002
ü Odyssey of the Mind Team - 2nd in State, 19th in World	2002

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	96	5547	80010	100	98	99	474	453	447	1	8	10	4	16	18	65	56	53	30	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2719	38935	100	98	99	478	452	447	NA	8	9	4	17	19	65	56	55	31	19	17
Male	47	2828	40974	100	98	98	469	453	448	2	8	11	4	15	18	64	55	52	30	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	12	2182	34545	100	98	99	454	434	432	NA	12	14	33	23	24	58	56	53	8	8	9
Asian/Pacific Islander	--	119	2068	--	98	99	--	478	474	--	4	4	--	9	10	--	50	50	--	37	36
American Indian/Alaskan Native	NC	226	3979	NC	97	96	NC	436	424	NC	14	17	NC	23	30	NC	51	47	NC	11	6
White	82	2783	35142	100	98	99	477	469	465	1	4	5	NA	9	11	65	55	56	34	31	28
Students with Disabilities	NC	645	10161	NC	90	93	NC	419	419	NC	27	28	NC	30	28	NC	36	36	NC	7	8
Students without Disabilities	93	4902	69849	100	99	100	475	457	451	1	5	7	4	14	17	63	58	56	31	22	19
Limited English Proficient Students	NC	877	14013	NC	97	97	NC	415	413	NC	20	24	NC	33	34	NC	44	39	NC	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	27	3005	39029	100	97	98	456	437	432	NA	11	14	15	22	25	70	57	52	15	10	9
Non-Economically Disadvantaged	69	2542	40981	100	99	100	480	472	462	1	4	6	NA	9	13	62	54	54	36	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	96	5457	79438	100	97	98	476	457	451	1	7	9	10	21	24	70	60	56	19	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2686	38775	100	97	99	476	463	457	NA	5	7	6	19	22	80	62	58	14	14	13
Male	47	2770	40560	100	96	97	477	452	446	2	8	12	15	23	25	60	58	54	23	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	12	2140	34297	100	96	98	450	437	434	NA	11	14	33	31	31	58	54	50	8	4	5
Asian/Pacific Islander	--	119	2063	--	98	99	--	479	475	--	2	3	--	13	15	--	64	63	--	22	20
American Indian/Alaskan Native	NC	218	3940	NC	94	95	NC	443	429	NC	10	14	NC	27	36	NC	57	47	NC	6	3
White	82	2744	34887	100	97	98	480	475	471	1	3	4	7	13	15	71	65	63	21	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	93	4900	69850	100	99	100	478	461	456	1	5	7	9	20	23	71	62	59	19	13	12
Limited English Proficient Students	NC	846	13856	NC	93	96	NC	411	407	NC	22	27	NC	44	43	NC	34	29	NC	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	27	2946	38685	100	95	97	461	441	435	NA	10	14	22	29	32	67	55	50	11	5	5
Non-Economically Disadvantaged	69	2511	40753	100	98	99	482	477	467	1	3	5	6	12	16	71	65	62	22	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	96	5524	79971	100	98	99	427	415	423	2	8	8	44	46	41	53	44	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2715	38974	100	98	99	438	429	437	2	5	5	35	40	33	61	53	57	2	2	4
Male	47	2808	40895	100	97	98	416	402	410	2	11	10	53	53	47	45	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	12	2166	34481	100	97	99	416	399	410	NA	12	10	42	53	46	58	35	43	NA	1	1
Asian/Pacific Islander	--	119	2067	--	98	99	--	440	449	--	2	4	--	36	28	--	60	60	--	3	8
American Indian/Alaskan Native	NC	224	3995	NC	97	96	NC	403	409	NC	11	10	NC	50	47	NC	38	42	NC	0	1
White	82	2779	35150	100	98	99	429	429	437	2	5	5	44	41	35	52	52	56	1	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	93	4879	69713	100	99	100	428	420	429	2	6	5	43	45	39	54	46	52	1	2	3
Limited English Proficient Students	NC	865	13985	NC	95	97	NC	371	382	NC	22	18	NC	56	54	NC	22	27	NC	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	27	2986	38994	100	97	98	413	401	409	4	11	10	59	52	47	37	36	41	NA	1	1
Non-Economically Disadvantaged	69	2538	40977	100	99	100	433	432	437	1	4	5	38	40	34	59	53	56	1	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	100	98	99	508	498	482	1	6	11	9	13	17	47	48	49	43	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2849	39281	100	99	99	509	498	483	NA	5	9	7	13	17	50	49	50	43	33	24
Male	45	2889	40780	100	98	98	506	497	482	2	7	12	11	12	17	44	48	48	42	32	24
African American	--	252	4249	--	98	99	--	478	464	--	11	17	--	19	22	--	51	48	--	19	13
Hispanic	14	2106	33494	100	98	99	477	479	466	NA	9	15	21	18	23	71	55	49	7	18	14
Asian/Pacific Islander	--	144	2103	--	100	99	--	513	515	--	2	4	--	12	8	--	42	44	--	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	74	2998	36122	100	98	99	514	514	501	1	4	5	7	8	10	42	44	50	50	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	82	5082	69852	100	99	100	511	503	488	NA	4	7	9	11	16	46	50	51	45	35	26
Limited English Proficient Students	--	640	12722	--	96	97	--	449	441	--	19	27	--	31	33	--	45	37	--	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	23	2944	38371	100	97	97	489	480	465	NA	9	15	17	18	23	52	52	49	30	20	13
Non-Economically Disadvantaged	66	2795	41776	100	99	100	514	516	498	2	3	6	6	7	11	45	45	49	47	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	100	97	98	485	478	470	3	7	11	20	21	24	66	61	57	10	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2823	39163	100	98	99	493	482	475	NA	6	9	23	19	22	66	63	60	11	12	10
Male	45	2831	40438	100	96	97	477	474	465	7	9	13	18	22	25	67	60	54	9	10	7
African American	--	248	4228	--	96	98	--	465	458	--	11	15	--	23	28	--	61	53	--	4	4
Hispanic	14	2071	33299	100	96	98	459	458	452	7	12	17	36	30	32	57	54	47	NA	4	3
Asian/Pacific Islander	--	141	2097	--	98	99	--	490	490	--	3	5	--	18	13	--	65	68	--	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	74	2959	35914	100	97	98	491	495	489	3	3	5	16	13	15	69	67	67	12	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	82	5084	69878	100	99	100	488	482	475	4	5	8	16	19	23	71	64	61	10	12	9
Limited English Proficient Students	--	617	12594	--	93	96	--	425	422	--	31	34	--	46	45	--	23	21	--	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	23	2879	38095	100	95	97	477	462	452	NA	11	17	39	29	32	52	55	48	9	5	3
Non-Economically Disadvantaged	66	2776	41591	100	98	99	488	495	486	5	3	6	14	13	16	71	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	88	5728	80372	99	98	99	481	476	475	NA	3	4	36	31	30	61	64	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2841	39452	98	99	99	495	487	488	NA	2	3	21	22	22	74	73	72	5	3	3
Male	45	2887	40836	100	98	98	468	464	464	NA	4	6	51	39	37	49	56	56	NA	1	1
African American	--	249	4264	--	97	99	--	470	465	--	4	5	--	38	35	--	57	59	--	2	1
Hispanic	14	2102	33608	100	98	99	461	460	462	NA	6	6	57	38	36	43	55	57	NA	1	1
Asian/Pacific Islander	--	143	2098	--	99	99	--	492	500	--	1	2	--	22	16	--	72	75	--	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	73	2995	36213	99	98	99	485	487	489	NA	2	2	33	24	22	64	72	72	3	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	81	5077	69846	99	99	100	484	481	482	NA	2	3	33	28	26	64	68	69	2	2	2
Limited English Proficient Students	--	637	12747	--	96	97	--	421	432	--	16	12	--	52	52	--	32	36	--	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	23	2941	38521	100	97	98	467	462	461	NA	5	6	52	38	38	48	56	55	NA	1	1
Non-Economically Disadvantaged	65	2787	41851	98	99	100	486	491	489	NA	1	3	31	23	22	66	73	72	3	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	91	5603	79306	100	98	99	553	518	504	1	9	13	8	15	20	40	50	49	52	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2724	38845	100	98	99	556	518	505	3	8	11	3	16	20	31	51	50	63	26	18
Male	56	2879	40383	100	97	98	551	517	504	NA	10	14	11	14	19	45	50	47	45	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	14	2000	32673	100	98	99	514	496	487	NA	14	18	29	22	25	50	52	46	21	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	72	2974	36234	100	98	99	564	535	523	NA	4	6	3	9	13	39	49	52	58	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	86	4981	69020	100	99	100	553	523	510	1	6	9	8	14	18	37	52	52	53	28	21
Limited English Proficient Students	NC	601	10291	NC	95	96	NC	462	458	NC	34	38	NC	33	34	NC	31	26	NC	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	20	2874	37437	100	97	97	522	499	486	5	13	19	20	21	26	45	51	46	30	14	9
Non-Economically Disadvantaged	71	2729	41869	100	98	100	562	538	521	NA	4	7	4	9	14	38	49	51	58	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	91	5547	79000	100	97	98	522	496	489	1	7	10	15	20	24	60	62	58	23	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2710	38774	100	98	99	538	501	494	NA	5	7	9	19	22	57	63	61	34	12	10
Male	56	2837	40150	100	96	98	511	492	485	2	9	12	20	21	25	63	61	55	16	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	14	1963	32508	100	96	98	490	476	472	7	12	15	43	31	33	43	53	49	7	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	72	2962	36135	100	97	98	530	513	508	NA	3	4	8	12	14	64	69	67	28	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	86	4978	69009	100	99	100	524	500	495	1	5	6	14	19	22	60	65	62	24	12	10
Limited English Proficient Students	NC	573	10199	NC	91	95	NC	441	439	NC	33	35	NC	46	47	NC	20	18	NC	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	20	2829	37234	100	96	97	500	478	472	5	11	15	35	29	33	45	55	50	15	4	3
Non-Economically Disadvantaged	71	2718	41766	100	98	99	528	515	505	NA	2	5	10	11	16	65	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	89	5609	79611	98	98	99	507	490	496	1	7	7	36	43	37	62	50	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2732	39016	100	98	99	532	505	511	NA	4	4	17	34	29	80	61	66	3	1	1
Male	54	2877	40519	96	97	98	491	476	482	2	9	10	48	51	44	50	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	14	2001	32855	100	98	99	497	470	481	7	11	10	21	51	43	64	37	47	7	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	70	2984	36380	97	98	99	508	504	511	NA	4	4	40	36	30	60	59	65	NA	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	86	4970	68947	100	99	100	510	496	504	1	5	4	34	41	34	64	54	61	1	0	1
Limited English Proficient Students	NC	599	10362	NC	95	97	NC	415	438	NC	30	22	NC	56	57	NC	14	21	NC	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	20	2874	37626	100	97	98	500	472	479	5	10	10	25	51	45	70	38	45	NA	1	0
Non-Economically Disadvantaged	69	2735	41985	97	99	100	509	508	511	NA	3	4	39	34	30	59	63	65	1	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	103	5505	79327	100	98	98	568	531	518	3	12	19	6	16	20	55	50	46	36	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2626	38961	100	98	98	559	532	520	5	11	16	7	17	20	61	51	48	27	21	16
Male	59	2875	40295	100	98	97	574	531	516	2	13	21	5	16	19	51	48	44	42	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	13	1926	32327	100	98	98	540	510	499	NA	18	27	15	23	25	77	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	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	573	549	538	4	7	10	4	11	14	53	51	52	40	31	25
Students with Disabilities	NC	587	9321	NC	89	87	NC	473	467	NC	44	54	NC	23	22	NC	27	21	NC	5	3
Students without Disabilities	96	4918	70006	100	99	100	570	537	524	1	8	14	5	15	19	56	53	49	38	24	18
Limited English Proficient Students	NC	525	9431	NC	95	95	NC	475	466	NC	40	53	NC	30	27	NC	29	18	NC	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	24	2687	37097	100	97	97	541	511	498	4	18	27	17	21	25	67	49	41	13	11	7
Non-Economically Disadvantaged	79	2818	42230	100	99	99	575	550	535	3	6	11	3	11	15	52	50	50	43	32	24

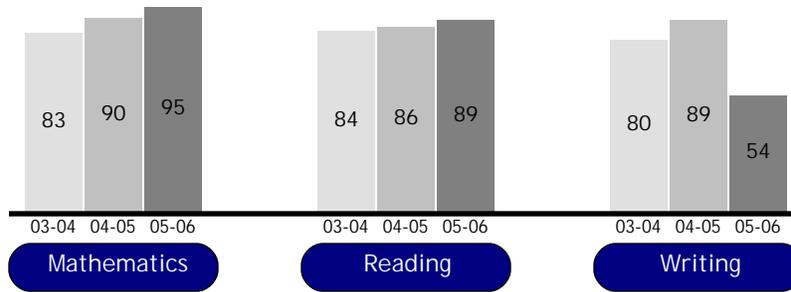
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	5447	79501	100	97	98	521	506	497	1	6	10	13	20	25	78	68	60	9	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2606	39062	100	98	99	523	510	502	2	5	8	11	19	23	75	70	64	11	6	5
Male	59	2837	40368	100	97	98	520	503	491	NA	8	13	14	22	27	80	66	57	7	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	13	1887	32389	100	96	98	495	488	478	NA	10	16	31	31	34	62	58	48	8	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	527	521	516	1	4	4	8	12	15	81	76	73	10	8	7
Students with Disabilities	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	96	4915	70090	100	99	100	523	510	502	1	4	7	9	19	24	81	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	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	24	2646	37183	100	96	97	500	489	479	NA	10	16	33	29	34	67	59	49	NA	2	1
Non-Economically Disadvantaged	79	2801	42318	100	98	99	528	522	513	1	3	5	6	12	17	81	76	70	11	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	5492	80000	99	98	99	600	565	564	1	3	3	3	10	11	70	77	75	26	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2626	39288	100	98	99	615	580	579	NA	2	2	2	5	6	59	78	77	39	15	16
Male	58	2862	40644	98	97	98	588	552	549	2	4	4	3	14	15	78	76	74	17	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	13	1917	32672	100	97	99	602	548	548	NA	4	4	NA	13	14	77	77	76	23	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	82	2977	36602	99	98	99	603	578	579	NA	2	2	4	8	7	70	77	75	27	14	16
Students with Disabilities	NC	585	9919	NC	88	93	NC	497	505	NC	11	9	NC	34	35	NC	51	54	NC	5	2
Students without Disabilities	96	4907	70081	100	99	100	603	572	571	1	2	2	2	7	7	69	80	79	28	11	12
Limited English Proficient Students	NC	517	9571	NC	93	96	NC	490	502	NC	14	10	NC	29	29	NC	56	60	NC	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	24	2675	37534	100	97	98	573	547	547	4	4	4	NA	14	15	83	77	76	13	5	5
Non-Economically Disadvantaged	78	2817	42466	99	99	100	608	582	578	NA	1	2	4	7	7	65	77	75	31	15	16

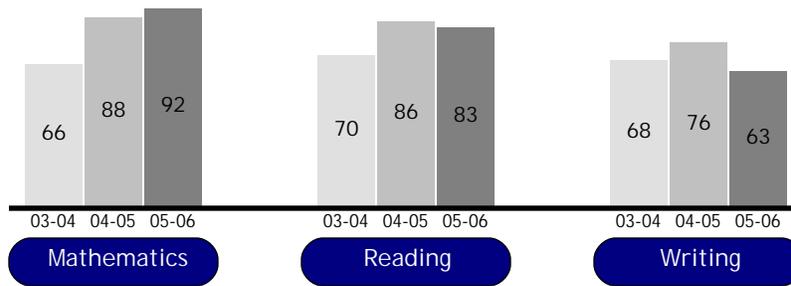
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	72	NA	58	97	67	50	47	100	59	50	46
	Language	98	58	53	50	97	63	49	47	100	56	50	48
	Mathematics	100	80	71	64	99	71	54	50	100	70	56	52
3	Reading	94	67	NA	55	99	58	50	44	100	63	52	46
	Language	96	67	63	61	99	57	49	44	100	61	48	46
	Mathematics	95	65	66	61	99	60	55	51	100	68	56	52
4	Reading	97	73	NA	56	100	61	52	48	100	61	58	52
	Language	99	65	55	52	100	64	52	49	100	59	58	52
	Mathematics	98	74	68	61	100	74	59	53	100	72	67	58
5	Reading	94	69	NA	55	100	63	55	50	100	78	61	56
	Language	97	59	55	49	100	63	55	50	98	78	59	54
	Mathematics	99	68	71	63	99	66	54	49	100	79	59	52
6	Reading	96	78	NA	56	99	64	58	51	100	78	63	56
	Language	96	74	55	48	99	63	54	47	99	76	58	50
	Mathematics	97	89	76	66	99	73	62	52	100	84	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)
- 0 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement
- Ü Support Mission Activities
- Ü Proactive Schoolwide Conflict Resolution
- Ü Customer Satisfaction
- Ü Extracurricular Activities
- Ü Schoolwide Character Education Program

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	1.00	Teacher Aide	5.40

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	3	2	0	0
7 to 9 years	2	2	0	0
10 or more years	6	14	1	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 Two Computer Labs
- Ü Multipurpose Room with Stage
- Ü Media Center with Internet Access
- Ü School-wide computer and video networks.

Extracurricular Activities

- Ü Instrumental Music
- Ü Vocal Music
- Ü After School Sports
- Ü After School Homework Labs
- Ü After School Computer Classes

Social Services

- Ü Lunch Program
- Ü Health Services
- Ü Community Classes
- Ü Recreational Activities

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü 96% or more of the parents have given the school either an A or B overall rating for the past six years.

ü At least 90% of the students in grades three through six met or exceeded the standard in Math on the spring 2006 AIMS testing.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	92	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

The SIAC has developed a schoolwide Conflict Resolution Plan. This proactive method of conflict resolution emphasizes stopping behavior that is causing conflict and developing a plan to resolve this conflict and prevent future conflict. They have also developed the 'Traits of a WINNER' character education program that will continue implementation with the 2005-06 school year. This program will focus on a different trait each month. This trait is emphasized and reinforced throughout the school.

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	Lee McKenzie	(480) 472-7800
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Community Relations	(480) 472-0223
School Nutrition Programs	Food & Nutrition	(480) 472-0909
Parent Organization	Dani Lyn Hakes	(480) 472-7809
Student Health/Nurse	Debi Frost	(480) 472-7800

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).

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

Total cost of printing: 16 Pages X .0243 Per page X 400 Copies = \$156.00

\*\* 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.