



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3807 E Pueblo, Mesa, AZ 85206

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	Excelling
2004-05	Highly Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Dr. Roberta Trujillo-Diaz
 Schedule : 07:30 AM to 03:30 PM
 Grades : Pre-K-6
 Web Address : www.mpsaz.org/johnson/
 Phone Number : (480) 472-6800
 Fax Number : (480) 472-6755
 E-mail : rt Diaz@mpsaz.org

Mission

Our mission is to provide a quality teaching and learning environment that focuses on RESPECT, life skills, reading, math, writing, technology, and the physical and emotional development of students.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

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

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

School / Academic Goals

- ü Each grade level at Johnson will score at or above the district average on AIMS, Terranova, and district tests.
- ü Recognize students for their successes in academics, athletics, arts, leadership, citizenship and service.
- ü Top Gun math tests provide math timed tests second semester first through sixth grades.
- ü Accelerated Reading program provides additional reading skill strategies and practice for students K-6.

Enrollment

October 1, 2005 School Year Student Enrollment : 718
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 145

Instructional Programs

- Ü Early Kindergarten and Kindergarten
- Ü Montessori K-6
- Ü On-site Special Education and Preschool
- Ü Band/Orchestra
- Ü Top Gun Math Club
- Ü Accelerated Reading Program (K-6)
- Ü Character First Program
- Ü Extended Learning Program (Gifted Ed)

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

Comprehensive elementary. Gifted. At-risk preschool. On-site special education. Total school Character First program.

Parents

Continue to improve the reading, math, and language skills of students so they will score at or above the district average on AIMS, TerraNova, and district testing. Encourage parents to participate in their child's school, activities and programs.

Transportation Policy

Busing is provided for students who live more than one mile from the school to which they are assigned. Transportation 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 A+ School	1989
Ü National Arts Award 1996 & 1997	1996
Ü RESPECT and Character Education Site	2001
Ü District Master Teachers, 1995-2005	2001

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	93	5547	80010	97	98	99	468	453	447	3	8	10	11	16	18	59	56	53	27	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	2719	38935	98	98	99	469	452	447	6	8	9	15	17	19	50	56	55	29	19	17
Male	45	2828	40974	96	98	98	467	453	448	NA	8	11	7	15	18	69	55	52	24	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	25	2182	34545	96	98	99	456	434	432	8	12	14	16	23	24	60	56	53	16	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	59	2783	35142	97	98	99	471	469	465	2	4	5	10	9	11	58	55	56	31	31	28
Students with Disabilities	13	645	10161	87	90	93	432	419	419	15	27	28	23	30	28	54	36	36	8	7	8
Students without Disabilities	80	4902	69849	99	99	100	474	457	451	1	5	7	9	14	17	60	58	56	30	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	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	31	3005	39029	94	97	98	455	437	432	3	11	14	10	22	25	71	57	52	16	10	9
Non-Economically Disadvantaged	62	2542	40981	98	99	100	475	472	462	3	4	6	11	9	13	53	54	54	32	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	94	5457	79438	98	97	98	468	457	451	4	7	9	15	21	24	67	60	56	14	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2686	38775	100	97	99	475	463	457	4	5	7	14	19	22	61	62	58	20	14	13
Male	45	2770	40560	96	96	97	460	452	446	4	8	12	16	23	25	73	58	54	7	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	25	2140	34297	96	96	98	456	437	434	4	11	14	28	31	31	60	54	50	8	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	60	2744	34887	98	97	98	471	475	471	5	3	4	12	13	15	67	65	63	17	19	18
Students with Disabilities	14	557	9588	93	77	88	412	420	416	29	24	30	43	32	32	21	38	34	7	5	5
Students without Disabilities	80	4900	69850	99	99	100	477	461	456	NA	5	7	10	20	23	75	62	59	15	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	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	32	2946	38685	97	95	97	457	441	435	3	10	14	19	29	32	72	55	50	6	5	5
Non-Economically Disadvantaged	62	2511	40753	98	98	99	473	477	467	5	3	5	13	12	16	65	65	62	18	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	93	5524	79971	97	98	99	414	415	423	9	8	8	49	46	41	42	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2715	38974	100	98	99	430	429	437	6	5	5	41	40	33	53	53	57	NA	2	4
Male	44	2808	40895	94	97	98	398	402	410	11	11	10	59	53	47	30	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	25	2166	34481	96	97	99	410	399	410	12	12	10	48	53	46	40	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	59	2779	35150	97	98	99	412	429	437	8	5	5	51	41	35	41	52	56	NA	2	5
Students with Disabilities	14	645	10258	93	90	94	368	373	377	29	20	23	64	54	51	7	24	25	NA	1	1
Students without Disabilities	79	4879	69713	98	99	100	422	420	429	5	6	5	47	45	39	48	46	52	NA	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	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	32	2986	38994	97	97	98	406	401	409	13	11	10	50	52	47	38	36	41	NA	1	1
Non-Economically Disadvantaged	61	2538	40977	97	99	100	419	432	437	7	4	5	49	40	34	44	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	88	5739	80147	100	98	99	505	498	482	3	6	11	8	13	17	56	48	49	33	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	2849	39281	100	99	99	502	498	483	5	5	9	10	13	17	54	49	50	32	33	24
Male	47	2889	40780	100	98	98	507	497	482	2	7	12	6	12	17	57	48	48	34	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	15	2106	33494	100	98	99	473	479	466	NA	9	15	20	18	23	67	55	49	13	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	66	2998	36122	100	98	99	511	514	501	3	4	5	6	8	10	55	44	50	36	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	81	5082	69852	100	99	100	511	503	488	NA	4	7	6	11	16	59	50	51	35	35	26
Limited English Proficient Students	NC	640	12722	NC	96	97	NC	449	441	NC	19	27	NC	31	33	NC	45	37	NC	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	31	2944	38371	97	97	97	488	480	465	6	9	15	10	18	23	61	52	49	23	20	13
Non-Economically Disadvantaged	57	2795	41776	100	99	100	514	516	498	2	3	6	7	7	11	53	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	87	5655	79686	99	97	98	501	478	470	3	7	11	10	21	24	67	61	57	20	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	2823	39163	100	98	99	501	482	475	5	6	9	10	19	22	63	63	60	22	12	10
Male	46	2831	40438	98	96	97	501	474	465	2	9	13	11	22	25	70	60	54	17	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	15	2071	33299	100	96	98	467	458	452	7	12	17	20	30	32	73	54	47	NA	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	65	2959	35914	98	97	98	507	495	489	2	3	5	9	13	15	66	67	67	23	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	81	5084	69878	100	99	100	504	482	475	1	5	8	10	19	23	69	64	61	20	12	9
Limited English Proficient Students	NC	617	12594	NC	93	96	NC	425	422	NC	31	34	NC	46	45	NC	23	21	NC	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	30	2879	38095	94	95	97	484	462	452	7	11	17	17	29	32	63	55	48	13	5	3
Non-Economically Disadvantaged	57	2776	41591	100	98	99	509	495	486	2	3	6	7	13	16	68	67	65	23	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	89	5728	80372	100	98	99	493	476	475	3	3	4	12	31	30	80	64	64	4	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	2841	39452	100	99	99	503	487	488	2	2	3	5	22	22	83	73	72	10	3	3
Male	48	2887	40836	100	98	98	484	464	464	4	4	6	19	39	37	77	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	16	2102	33608	100	98	99	471	460	462	6	6	6	31	38	36	63	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	66	2995	36213	100	98	99	495	487	489	3	2	2	9	24	22	83	72	72	5	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	82	5077	69846	100	99	100	497	481	482	2	2	3	9	28	26	85	68	69	4	2	2
Limited English Proficient Students	NC	637	12747	NC	96	97	NC	421	432	NC	16	12	NC	52	52	NC	32	36	NC	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	32	2941	38521	100	97	98	481	462	461	6	5	6	16	38	38	75	56	55	3	1	1
Non-Economically Disadvantaged	57	2787	41851	100	99	100	500	491	489	2	1	3	11	23	22	82	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	109	5603	79306	100	98	99	532	518	504	10	9	13	5	15	20	52	50	49	33	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	2724	38845	100	98	99	531	518	505	13	8	11	6	16	20	53	51	50	28	26	18
Male	56	2879	40383	100	97	98	534	517	504	7	10	14	4	14	19	52	50	47	38	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	25	2000	32673	100	98	99	515	496	487	12	14	18	8	22	25	60	52	46	20	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	73	2974	36234	100	98	99	540	535	523	7	4	6	4	9	13	52	49	52	37	37	28
Students with Disabilities	22	622	10286	100	87	91	467	469	462	45	32	41	5	27	27	50	34	27	NA	7	5
Students without Disabilities	87	4981	69020	100	99	100	541	523	510	1	6	9	5	14	18	53	52	52	41	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	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	40	2874	37437	100	97	97	516	499	486	18	13	19	8	21	26	50	51	46	25	14	9
Non-Economically Disadvantaged	69	2729	41869	100	98	100	542	538	521	6	4	7	3	9	14	54	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	109	5547	79000	100	97	98	511	496	489	5	7	10	12	20	24	67	62	58	17	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	2710	38774	100	98	99	512	501	494	8	5	7	9	19	22	64	63	61	19	12	10
Male	56	2837	40150	100	96	98	510	492	485	2	9	12	14	21	25	70	61	55	14	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	25	1963	32508	100	96	98	494	476	472	NA	12	15	28	31	33	72	53	49	NA	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	73	2962	36135	100	97	98	521	513	508	4	3	4	5	12	14	70	69	67	21	16	15
Students with Disabilities	22	569	9991	100	79	88	467	456	449	23	22	33	18	36	36	55	39	29	5	3	2
Students without Disabilities	87	4978	69009	100	99	100	517	500	495	NA	5	6	10	19	22	70	65	62	20	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	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	40	2829	37234	100	96	97	492	478	472	8	11	15	20	29	33	65	55	50	8	4	3
Non-Economically Disadvantaged	69	2718	41766	100	98	99	522	515	505	3	2	5	7	11	16	68	69	65	22	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	109	5609	79611	100	98	99	487	490	496	7	7	7	44	43	37	47	50	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	2732	39016	100	98	99	498	505	511	8	4	4	40	34	29	49	61	66	4	1	1
Male	56	2877	40519	100	97	98	477	476	482	7	9	10	48	51	44	45	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	25	2001	32855	100	98	99	476	470	481	4	11	10	68	51	43	28	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	73	2984	36380	100	98	99	498	504	511	5	4	4	37	36	30	55	59	65	3	1	1
Students with Disabilities	22	639	10664	100	89	94	405	437	440	32	21	23	36	56	54	23	20	22	9	4	1
Students without Disabilities	87	4970	68947	100	99	100	497	496	504	1	5	4	46	41	34	53	54	61	NA	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	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	40	2874	37626	100	97	98	471	472	479	13	10	10	45	51	45	43	38	45	NA	1	0
Non-Economically Disadvantaged	69	2735	41985	100	99	100	496	508	511	4	3	4	43	34	30	49	63	65	3	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	98	5505	79327	100	98	98	543	531	518	8	12	19	13	16	20	53	50	46	26	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	2626	38961	100	98	98	549	532	520	2	11	16	16	17	20	55	51	48	28	21	16
Male	40	2875	40295	100	98	97	533	531	516	18	13	21	10	16	19	50	48	44	23	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	20	1926	32327	100	98	98	510	510	499	20	18	27	25	23	25	45	49	41	10	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	--	240	4391	--	95	96	--	502	489	--	25	32	--	23	27	--	44	36	--	8	4
White	71	2984	36373	100	99	98	551	549	538	4	7	10	10	11	14	55	51	52	31	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	89	4918	70006	100	99	100	548	537	524	1	8	14	13	15	19	57	53	49	28	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	27	2687	37097	100	97	97	523	511	498	19	18	27	22	21	25	41	49	41	19	11	7
Non-Economically Disadvantaged	71	2818	42230	100	99	99	550	550	535	4	6	11	10	11	15	58	50	50	28	32	24

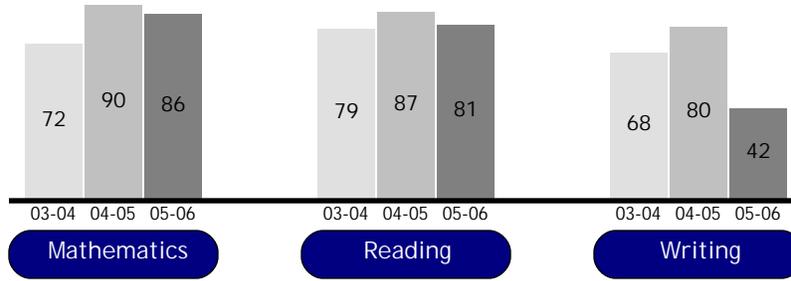
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	5447	79501	98	97	98	521	506	497	6	6	10	11	20	25	74	68	60	8	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	2606	39062	100	98	99	528	510	502	3	5	8	5	19	23	81	70	64	10	6	5
Male	38	2837	40368	95	97	98	510	503	491	11	8	13	21	22	27	63	66	57	5	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	18	1887	32389	90	96	98	500	488	478	11	10	16	22	31	34	61	58	48	6	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	--	234	4401	--	93	96	--	482	473	--	11	17	--	36	40	--	50	43	--	2	1
White	71	2973	36446	100	98	99	525	521	516	4	4	4	8	12	15	79	76	73	8	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	89	4915	70090	100	99	100	524	510	502	2	4	7	10	19	24	79	72	65	9	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	25	2646	37183	93	96	97	507	489	479	12	10	16	20	29	34	64	59	49	4	2	1
Non-Economically Disadvantaged	71	2801	42318	100	98	99	526	522	513	4	3	5	8	12	17	77	76	70	10	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	100	98	99	574	565	564	4	3	3	8	10	11	79	77	75	9	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	2626	39288	100	98	99	590	580	579	2	2	2	NA	5	6	84	78	77	14	15	16
Male	40	2862	40644	100	97	98	550	552	549	8	4	4	20	14	15	70	76	74	3	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	20	1917	32672	100	97	99	554	548	548	10	4	4	10	13	14	75	77	76	5	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	--	240	4424	--	95	97	--	546	549	--	4	3	--	15	14	--	77	77	--	5	5
White	71	2977	36602	100	98	99	579	578	579	1	2	2	8	8	7	79	77	75	11	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	89	4907	70081	100	99	100	580	572	571	NA	2	2	6	7	7	84	80	79	10	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	27	2675	37534	100	97	98	559	547	547	11	4	4	11	14	15	70	77	76	7	5	5
Non-Economically Disadvantaged	71	2817	42466	100	99	100	580	582	578	1	1	2	7	7	7	82	77	75	10	15	16

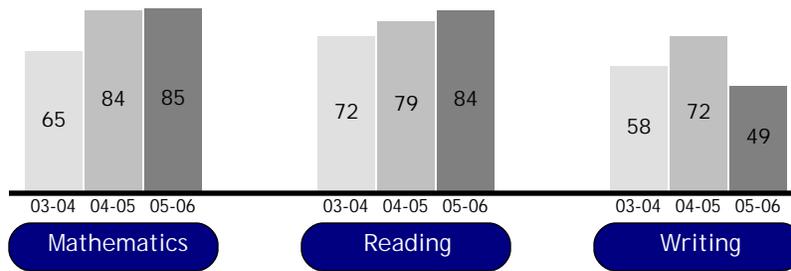
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	88	73	NA	58	96	62	50	47	97	70	50	46
	Language	93	62	53	50	96	61	49	47	97	79	50	48
	Mathematics	94	75	71	64	95	67	54	50	97	76	56	52
3	Reading	95	65	NA	55	100	62	50	44	97	58	52	46
	Language	94	69	63	61	100	59	49	44	97	52	48	46
	Mathematics	94	69	66	61	100	66	55	51	96	63	56	52
4	Reading	93	71	NA	56	93	56	52	48	100	68	58	52
	Language	92	62	55	52	93	56	52	49	100	68	58	52
	Mathematics	95	72	68	61	92	60	59	53	100	75	67	58
5	Reading	94	72	NA	55	99	60	55	50	90	73	61	56
	Language	96	60	55	49	99	62	55	50	90	67	59	54
	Mathematics	95	72	71	63	98	56	54	49	90	67	59	52
6	Reading	89	64	NA	56	90	69	58	51	94	70	63	56
	Language	92	55	55	48	90	62	54	47	96	67	58	50
	Mathematics	91	82	76	66	90	69	62	52	96	78	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)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Discipline
- Ü School Safety Issues
- Ü Attendance
- Ü Homework
- Ü Respect Program
- Ü Parent/Cooperation/Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	3.00	Teacher Aide	22.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	3	4	0	0
10 or more years	11	22	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	45
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 Johnson Montessori School on Campus K-6
- Ü Media Center
- Ü Computer Lab
- Ü Responsibility Room

Extracurricular Activities

- Ü Kdg., 2nd, 3rd, Montessori, Plays
- Ü Battle of the Books Club
- Ü Student Council
- Ü Top Gun Math Club
- Ü Character First Program
- Ü Fifth Grade Historical Living Museum
- Ü After School Sports Program
- Ü Johnson Elem. School Tutor Program

Social Services

- Ü Johnson Montessori School on Campus K-6
- Ü Gifted Classes 3-6
- Ü Character Education
- Ü Health Services/HIV Classes/Screenings
- Ü PTO Community Support
- Ü School Psychologist Two Days a Week
- Ü School Counselor Two Days a Week
- Ü Full time nurse

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Continue to build self-esteem by giving each student the opportunity to be recognized as special, important and great Johnson School contributors.

- ü Appreciate, encourage and communicate the celebration of diversity and respect for, and acceptance of, cultural and individual differences.

- ü 2003-04 Veora E. Johnson MLK, City of Mesa School Spirit Award. 2003-04 Veora E. Johnson MLK, Spirit of Unity Educator of the Year Award presented to Dr. Roberta T. Diaz, Principal.

- ü 2003-04 Governor of Arizona Award presented to V.E. Johnson Elementary for Anti-Bully Program (4 yrs). Gifted Teacher of the Year- Syd McDaniel, 2002-2004. Dr. B.J. Branyan received Psychologist of the Year, 2005.

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	89	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

Promote RESPECT and Character First strategies via curricula, social activities, programs and all school functions. Review prevention strategies via age-appropriate videos, presentations and literature. Promote a strong parent volunteer program.

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	Roberta T. Diaz	(602) 472-6800
Transportation Policy	Staff	(623) 472-8950
Community Resources	Community Relations	(480) 472-0223
School Nutrition Programs	Office	(602) 472-0908
Parent Organization	Rob Thomes	(480) 472-6800
Student Health/Nurse	M. Germaine/D. Anstine	(480) 472-6751

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.