



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

616 N Mountain, 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	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 : Mrs. Cristi B. Denler
 Schedule : 07:30 AM to 03:30 PM
 Grades : Pre-K-6
 Web Address : www.mpsaz.org/sousa
 Phone Number : (480) 472-8900
 Fax Number : (480) 472-8888
 E-mail : cbdenler@mpsa.org

Mission

Sousa Elementary School strives to teach basic skills and develop problem solving through higher-level learning experiences which meet all pupils' needs. We provide a safe and nurturing environment for educators, pupils and parents.

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 Students will acquire skills which meet the Arizona State Standards in reading, writing, and mathematics.
- ü Students learn and practice life skills that will enhance their ability to function successfully in today's world.

Enrollment

October 1, 2005 School Year Student Enrollment : 725
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 87

Instructional Programs

- ü On-site Special Education
- ü Special Education Preschool
- ü Occupational Therapy/Physical Therapy
- ü Band and Orchestra
- ü Primary and Intermediate Autistic Units
- ü Mathematics Lab for extension 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

Our school's main responsibility is to provide each child with a safe, healthy and positive learning environment. Families are provided with handbooks, policies and procedures and information to assist with a successful school experience.

Parents

Parents assist in providing a learning environment within the home and helpstudents arrive on time, dressed properly and ready to learn. Parents support school policies on behavior and classroom learning and are invited to visit the campus and assist in classrooms.

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
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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	95	5547	80010	100	98	99	455	453	447	5	8	10	12	16	18	63	56	53	20	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2719	38935	100	98	99	451	452	447	4	8	9	16	17	19	64	56	55	16	19	17
Male	50	2828	40974	100	98	98	458	453	448	6	8	11	8	15	18	62	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	23	2182	34545	100	98	99	440	434	432	4	12	14	13	23	24	78	56	53	4	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	67	2783	35142	100	98	99	462	469	465	3	4	5	10	9	11	61	55	56	25	31	28
Students with Disabilities	17	645	10161	100	90	93	422	419	419	18	27	28	18	30	28	59	36	36	6	7	8
Students without Disabilities	78	4902	69849	100	99	100	460	457	451	3	5	7	10	14	17	64	58	56	23	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	43	3005	39029	100	97	98	450	437	432	7	11	14	12	22	25	67	57	52	14	10	9
Non-Economically Disadvantaged	52	2542	40981	100	99	100	458	472	462	4	4	6	12	9	13	60	54	54	25	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	88	5457	79438	93	97	98	463	457	451	2	7	9	15	21	24	75	60	56	8	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	2686	38775	91	97	99	470	463	457	NA	5	7	15	19	22	76	62	58	10	14	13
Male	47	2770	40560	94	96	97	457	452	446	4	8	12	15	23	25	74	58	54	6	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	22	2140	34297	96	96	98	450	437	434	NA	11	14	27	31	31	68	54	50	5	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	NC	218	3940	NC	94	95	NC	443	429	NC	10	14	NC	27	36	NC	57	47	NC	6	3
White	61	2744	34887	92	97	98	472	475	471	NA	3	4	10	13	15	80	65	63	10	19	18
Students with Disabilities	10	557	9588	59	77	88	NA	420	416	NA	24	30	NA	32	32	NA	38	34	NA	5	5
Students without Disabilities	78	4900	69850	100	99	100	464	461	456	1	5	7	15	20	23	76	62	59	8	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	42	2946	38685	98	95	97	456	441	435	5	10	14	17	29	32	69	55	50	10	5	5
Non-Economically Disadvantaged	46	2511	40753	88	98	99	471	477	467	NA	3	5	13	12	16	80	65	62	7	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	89	5524	79971	94	98	99	418	415	423	4	8	8	55	46	41	37	44	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2715	38974	93	98	99	430	429	437	5	5	5	40	40	33	52	53	57	2	2	4
Male	47	2808	40895	94	97	98	406	402	410	4	11	10	68	53	47	23	35	41	4	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	21	2166	34481	91	97	99	418	399	410	5	12	10	52	53	46	38	35	43	5	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	63	2779	35150	95	98	99	420	429	437	3	5	5	56	41	35	38	52	56	3	2	5
Students with Disabilities	12	645	10258	71	90	94	416	373	377	17	20	23	25	54	51	33	24	25	25	1	1
Students without Disabilities	77	4879	69713	99	99	100	418	420	429	3	6	5	60	45	39	38	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	41	2986	38994	95	97	98	415	401	409	5	11	10	54	52	47	39	36	41	2	1	1
Non-Economically Disadvantaged	48	2538	40977	92	99	100	421	432	437	4	4	5	56	40	34	35	53	56	4	3	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	5739	80147	99	98	99	536	498	482	2	6	11	4	13	17	33	48	49	61	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2849	39281	98	99	99	530	498	483	2	5	9	2	13	17	35	49	50	61	33	24
Male	54	2889	40780	100	98	98	542	497	482	2	7	12	6	12	17	31	48	48	61	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	23	2106	33494	100	98	99	530	479	466	NA	9	15	4	18	23	43	55	49	52	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	--	239	4117	--	98	96	--	472	456	--	10	19	--	25	27	--	50	46	--	15	8
White	78	2998	36122	99	98	99	537	514	501	1	4	5	4	8	10	32	44	50	63	44	35
Students with Disabilities	12	657	10295	92	90	92	469	451	443	17	25	33	17	27	26	58	38	33	8	10	8
Students without Disabilities	93	5082	69852	100	99	100	542	503	488	NA	4	7	2	11	16	30	50	51	68	35	26
Limited English Proficient Students	NC	640	12722	NC	96	97	NC	449	441	NC	19	27	NC	31	33	NC	45	37	NC	5	3
Migrant Students	NC	37	622	NC	100	97	NC	465	454	NC	19	19	NC	27	30	NC	38	43	NC	16	8
Economically Disadvantaged	38	2944	38371	97	97	97	523	480	465	NA	9	15	8	18	23	42	52	49	50	20	13
Non-Economically Disadvantaged	67	2795	41776	100	99	100	543	516	498	3	3	6	1	7	11	28	45	49	67	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	99	5655	79686	93	97	98	502	478	470	1	7	11	10	21	24	74	61	57	15	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2823	39163	94	98	99	500	482	475	NA	6	9	8	19	22	78	63	60	14	12	10
Male	50	2831	40438	93	96	97	504	474	465	2	9	13	12	22	25	70	60	54	16	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	22	2071	33299	96	96	98	496	458	452	NA	12	17	14	30	32	73	54	47	14	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	--	236	4087	--	97	96	--	454	446	--	10	16	--	40	38	--	49	44	--	1	2
White	73	2959	35914	92	97	98	504	495	489	NA	3	5	10	13	15	74	67	67	16	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	93	5084	69878	100	99	100	503	482	475	NA	5	8	9	19	23	76	64	61	15	12	9
Limited English Proficient Students	NC	617	12594	NC	93	96	NC	425	422	NC	31	34	NC	46	45	NC	23	21	NC	0	0
Migrant Students	NC	34	611	NC	92	95	NC	448	439	NC	18	22	NC	44	39	NC	35	37	NC	3	2
Economically Disadvantaged	35	2879	38095	90	95	97	495	462	452	NA	11	17	11	29	32	77	55	48	11	5	3
Non-Economically Disadvantaged	64	2776	41591	96	98	99	506	495	486	2	3	6	9	13	16	72	67	65	17	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	99	5728	80372	93	98	99	510	476	475	1	3	4	5	31	30	92	64	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2841	39452	94	99	99	511	487	488	NA	2	3	2	22	22	96	73	72	2	3	3
Male	50	2887	40836	93	98	98	510	464	464	2	4	6	8	39	37	88	56	56	2	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	22	2102	33608	96	98	99	510	460	462	NA	6	6	NA	38	36	95	55	57	5	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	--	239	4128	--	98	97	--	462	464	--	3	4	--	48	39	--	49	56	--	NA	1
White	73	2995	36213	92	98	99	510	487	489	NA	2	2	7	24	22	92	72	72	1	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	93	5077	69846	100	99	100	511	481	482	NA	2	3	3	28	26	95	68	69	2	2	2
Limited English Proficient Students	NC	637	12747	NC	96	97	NC	421	432	NC	16	12	NC	52	52	NC	32	36	NC	NA	0
Migrant Students	NC	37	621	NC	100	97	NC	450	452	NC	14	9	NC	38	40	NC	49	51	NC	NA	0
Economically Disadvantaged	35	2941	38521	90	97	98	506	462	461	NA	5	6	9	38	38	89	56	55	3	1	1
Non-Economically Disadvantaged	64	2787	41851	96	99	100	513	491	489	2	1	3	3	23	22	94	73	72	2	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	86	5603	79306	96	98	99	535	518	504	1	9	13	6	15	20	57	50	49	36	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	2724	38845	95	98	99	540	518	505	NA	8	11	2	16	20	56	51	50	41	26	18
Male	45	2879	40383	96	97	98	531	517	504	2	10	14	9	14	19	58	50	47	31	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	16	2000	32673	94	98	99	512	496	487	6	14	18	13	22	25	63	52	46	19	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	--	232	4034	--	98	97	--	493	479	--	15	22	--	27	29	--	48	43	--	10	7
White	67	2974	36234	97	98	99	541	535	523	NA	4	6	3	9	13	57	49	52	40	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	78	4981	69020	100	99	100	537	523	510	1	6	9	5	14	18	55	52	52	38	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	34	2874	37437	100	97	97	515	499	486	3	13	19	12	21	26	62	51	46	24	14	9
Non-Economically Disadvantaged	52	2729	41869	93	98	100	549	538	521	NA	4	7	2	9	14	54	49	51	44	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	85	5547	79000	94	97	98	510	496	489	1	7	10	15	20	24	69	62	58	14	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	2710	38774	95	98	99	512	501	494	NA	5	7	17	19	22	68	63	61	15	12	10
Male	44	2837	40150	94	96	98	508	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	15	1963	32508	88	96	98	491	476	472	7	12	15	20	31	33	73	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	--	228	4016	--	97	96	--	474	467	--	11	14	--	32	37	--	54	46	--	4	2
White	67	2962	36135	97	97	98	515	513	508	NA	3	4	13	12	14	69	69	67	18	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	77	4978	69009	99	99	100	510	500	495	1	5	6	16	19	22	69	65	62	14	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	33	2829	37234	97	96	97	491	478	472	3	11	15	24	29	33	70	55	50	3	4	3
Non-Economically Disadvantaged	52	2718	41766	93	98	99	522	515	505	NA	2	5	10	11	16	69	69	65	21	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	85	5609	79611	94	98	99	497	490	496	1	7	7	51	43	37	47	50	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	2732	39016	95	98	99	509	505	511	NA	4	4	39	34	29	61	61	66	NA	1	1
Male	44	2877	40519	94	97	98	486	476	482	2	9	10	61	51	44	34	40	46	2	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	16	2001	32855	94	98	99	486	470	481	6	11	10	44	51	43	50	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	--	231	3992	--	98	96	--	477	478	--	8	10	--	52	46	--	40	44	--	NA	0
White	67	2984	36380	97	98	99	499	504	511	NA	4	4	54	36	30	45	59	65	1	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	78	4970	68947	100	99	100	497	496	504	1	5	4	51	41	34	47	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	33	2874	37626	97	97	98	485	472	479	3	10	10	61	51	45	36	38	45	NA	1	0
Non-Economically Disadvantaged	52	2735	41985	93	99	100	505	508	511	NA	3	4	44	34	30	54	63	65	2	1	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	5505	79327	97	98	98	539	531	518	4	12	19	15	16	20	59	50	46	22	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2626	38961	93	98	98	541	532	520	7	11	16	14	17	20	53	51	48	26	21	16
Male	58	2875	40295	100	98	97	538	531	516	2	13	21	16	16	19	64	48	44	19	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	21	1926	32327	100	98	98	537	510	499	10	18	27	14	23	25	48	49	41	29	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	74	2984	36373	96	99	98	541	549	538	1	7	10	15	11	14	64	51	52	20	31	25
Students with Disabilities	12	587	9321	80	89	87	517	473	467	8	44	54	33	23	22	50	27	21	8	5	3
Students without Disabilities	89	4918	70006	100	99	100	541	537	524	3	8	14	12	15	19	61	53	49	24	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	34	2687	37097	94	97	97	521	511	498	6	18	27	29	21	25	47	49	41	18	11	7
Non-Economically Disadvantaged	67	2818	42230	99	99	99	549	550	535	3	6	11	7	11	15	66	50	50	24	32	24

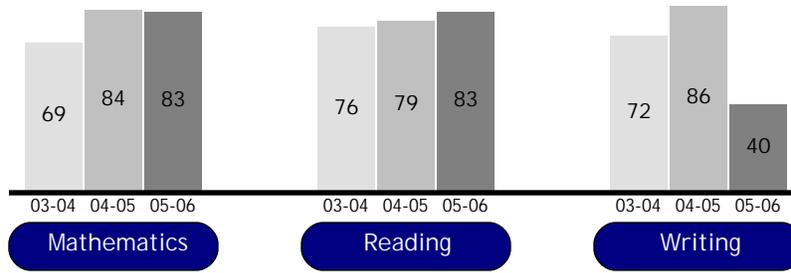
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	5447	79501	95	97	98	518	506	497	1	6	10	10	20	25	85	68	60	4	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2606	39062	91	98	99	524	510	502	2	5	8	12	19	23	79	70	64	7	6	5
Male	57	2837	40368	98	97	98	514	503	491	NA	8	13	9	22	27	89	66	57	2	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	21	1887	32389	100	96	98	508	488	478	NA	10	16	24	31	34	76	58	48	NA	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	72	2973	36446	94	98	99	523	521	516	1	4	4	4	12	15	89	76	73	6	8	7
Students with Disabilities	10	532	9411	67	80	88	NA	461	453	NA	28	36	NA	34	36	NA	34	26	NA	4	1
Students without Disabilities	89	4915	70090	100	99	100	520	510	502	1	4	7	9	19	24	85	72	65	4	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	32	2646	37183	89	96	97	507	489	479	3	10	16	16	29	34	81	59	49	NA	2	1
Non-Economically Disadvantaged	67	2801	42318	99	98	99	524	522	513	NA	3	5	7	12	17	87	76	70	6	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	5492	80000	92	98	99	588	565	564	NA	3	3	3	10	11	81	77	75	16	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2626	39288	91	98	99	600	580	579	NA	2	2	2	5	6	71	78	77	26	15	16
Male	54	2862	40644	93	97	98	578	552	549	NA	4	4	4	14	15	89	76	74	7	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	95	97	99	583	548	548	NA	4	4	15	13	14	70	77	76	15	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	70	2977	36602	91	98	99	590	578	579	NA	2	2	NA	8	7	83	77	75	17	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	588	572	571	NA	2	2	2	7	7	81	80	79	17	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	31	2675	37534	86	97	98	578	547	547	NA	4	4	6	14	15	84	77	76	10	5	5
Non-Economically Disadvantaged	65	2817	42466	96	99	100	592	582	578	NA	1	2	2	7	7	80	77	75	18	15	16

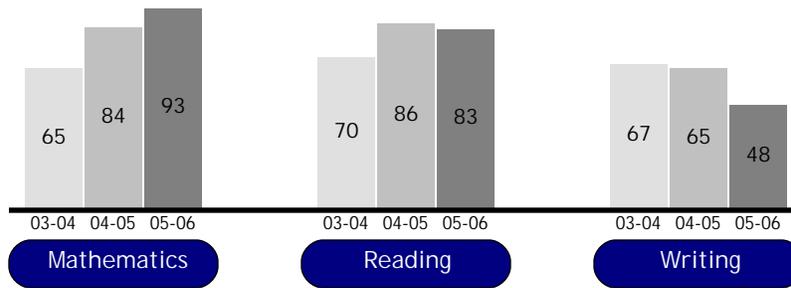
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	64	NA	58	95	50	50	47	96	58	50	46
	Language	100	57	53	50	95	46	49	47	96	48	50	48
	Mathematics	100	80	71	64	96	53	54	50	96	56	56	52
3	Reading	100	55	NA	55	95	59	50	44	88	54	52	46
	Language	100	61	63	61	95	56	49	44	91	56	48	46
	Mathematics	100	60	66	61	95	62	55	51	96	58	56	52
4	Reading	100	70	NA	56	99	54	52	48	91	70	58	52
	Language	100	62	55	52	99	55	52	49	91	78	58	52
	Mathematics	100	77	68	61	98	67	59	53	96	80	67	58
5	Reading	100	67	NA	55	98	61	55	50	92	70	61	56
	Language	100	66	55	49	98	61	55	50	91	65	59	54
	Mathematics	100	80	71	63	98	62	54	49	92	70	59	52
6	Reading	100	70	NA	56	97	62	58	51	91	72	63	56
	Language	100	69	55	48	97	53	54	47	88	67	58	50
	Mathematics	100	86	76	66	97	69	62	52	93	73	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)
- 3 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Parental Involvement
- Ü Student Discipline
- Ü Extracurricular Activities/ECA Donations
- Ü Campus Guidelines
- Ü Innovative Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	4.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	4	2	0	0
7 to 9 years	3	4	0	0
10 or more years	9	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	37
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Physical /Occupational Therapy Lab
- Ü Desert Study Area

Extracurricular Activities

- Ü At-risk Student Tutoring
- Ü Aquarium Club
- Ü Afterschool Clubs
- Ü Boys/Girls Afterschool Sports
- Ü Homework Club

Social Services

- Ü Lunch Program
- Ü Tooth Doctor for Kids
- Ü Breakfast Program
- Ü Community Classes
- Ü Counseling Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü START Phonics is taught in grades 1-6. Students are taught to use sign language by the media specialist.

- ü Students integrate learning in the Desert Study area with consumer skills, time management and environmental studies. Study skills are emphasized in the classroom to encourage responsibility, self-motivation and self-discipline.

- ü Blankets were made by students for the Tsunami victims in 2005. They were delivered by a Sousa grandmother.

- ü Blanets were made by students for the Linus project of Phoenix.

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

Students are given clear instructions regarding behavioral expectations which are enforced. Teachers and support staff work together to ensure that the Sousa campus is safe for all students. Supervision of student activities is a priority.

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) :

1

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	Cristi Denler	(480) 472-8900
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources	Kathy Bareiss	(480) 472-0298
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Leslie Allison	(480) 472-8900
Student Health/Nurse	LeAnn Ritola	(480) 472-8898

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.

Footnotes

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

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

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

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

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

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

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

Total cost of printing: 16 Pages X .0243 Per page X 25 Copies = \$10.00

** 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.