



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2626 N 24th Street, Mesa, AZ 85213

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	Excelling
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mrs. Julie A. Hibbard
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : www.mpsaz.org
 Phone Number : (480) 472-7550
 Fax Number : (480) 472-7549
 E-mail : jahibbar@mpsaz.org

Mission

At Hermosa Vista, our entire community of administration, faculty and parents is committed to student success. Our motto for all is: Be the best that you can be. We emphasize quality and respect as an integral component of our instructional mission.

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 Increase student achievement by focusing on the state standards and district curriculum, utilizing effective instructional methods, and implementing a comprehensive assessment program.
- ü Increase student achievement through providing a safe and orderly learning environment and having high expectations for all students.

Enrollment

October 1, 2005 School Year Student Enrollment : 731
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 59

Instructional Programs

- ü Reading/Integrated Literature Skill
- ü Written Communication
- ü Math Computing/Problem Solving
- ü Social Studies/Science
- ü On-site Gifted Education
- ü On-site Special Education
- ü Computer Lab Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Provide relevant and motivating instruction. Provide for individual differences. Promote quality work and give positive encouragement. Treat people with courtesy and respect. Communicate regularly with parents. Be positive role models for all children. Provide a safe environment for all. Assure that high standards for academic performance and behavior exist.

Parents

Recognize that your child's education is a team effort between school and home. Monitor homework and assignments and send students to school on time with all necessary materials. Involve children in reading activities on a daily basis. Be actively involved in child's education and participate in school activities. Model a positive attitude toward school and teach respect. Accept responsibility and become part of the solution.

Transportation Policy

Busing is provided for all 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 ed. students is addressed in the IEP.

School Honors

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

Award/Honor	Year
ü Top 10%--District Reading/Math	2005
ü 1st Gr.--Highest Reading/Math Scores in the District	2005
ü District Spelling Bee Champion--2 years in a row!	2005
ü Battle of the Books--2nd place City Finals	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	5547	80010	98	98	99	491	453	447	NA	8	10	5	16	18	49	56	53	47	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2719	38935	96	98	99	483	452	447	NA	8	9	7	17	19	50	56	55	43	19	17
Male	44	2828	40974	100	98	98	498	453	448	NA	8	11	2	15	18	48	55	52	50	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	NC	2182	34545	NC	98	99	NC	434	432	NC	12	14	NC	23	24	NC	56	53	NC	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	71	2783	35142	100	98	99	498	469	465	NA	4	5	3	9	11	42	55	56	55	31	28
Students with Disabilities	11	645	10161	85	90	93	454	419	419	NA	27	28	18	30	28	82	36	36	NA	7	8
Students without Disabilities	77	4902	69849	100	99	100	496	457	451	NA	5	7	3	14	17	44	58	56	53	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	15	3005	39029	88	97	98	464	437	432	NA	11	14	7	22	25	80	57	52	13	10	9
Non-Economically Disadvantaged	73	2542	40981	100	99	100	496	472	462	NA	4	6	4	9	13	42	54	54	53	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	87	5457	79438	97	97	98	488	457	451	NA	7	9	6	21	24	69	60	56	25	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2686	38775	96	97	99	491	463	457	NA	5	7	2	19	22	73	62	58	25	14	13
Male	43	2770	40560	98	96	97	484	452	446	NA	8	12	9	23	25	65	58	54	26	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	NC	2140	34297	NC	96	98	NC	437	434	NC	11	14	NC	31	31	NC	54	50	NC	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	70	2744	34887	99	97	98	493	475	471	NA	3	4	1	13	15	70	65	63	29	19	18
Students with Disabilities	10	557	9588	77	77	88	NA	420	416	NA	24	30	NA	32	32	NA	38	34	NA	5	5
Students without Disabilities	77	4900	69850	100	99	100	491	461	456	NA	5	7	5	20	23	69	62	59	26	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	15	2946	38685	88	95	97	464	441	435	NA	10	14	20	29	32	73	55	50	7	5	5
Non-Economically Disadvantaged	72	2511	40753	99	98	99	492	477	467	NA	3	5	3	12	16	68	65	62	29	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	87	5524	79971	97	98	99	460	415	423	1	8	8	18	46	41	77	44	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2715	38974	96	98	99	467	429	437	NA	5	5	14	40	33	82	53	57	5	2	4
Male	43	2808	40895	98	97	98	453	402	410	2	11	10	23	53	47	72	35	41	2	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	NC	2166	34481	NC	97	99	NC	399	410	NC	12	10	NC	53	46	NC	35	43	NC	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	70	2779	35150	99	98	99	466	429	437	1	5	5	13	41	35	83	52	56	3	2	5
Students with Disabilities	10	645	10258	77	90	94	NA	373	377	NA	20	23	NA	54	51	NA	24	25	NA	1	1
Students without Disabilities	77	4879	69713	100	99	100	461	420	429	1	6	5	17	45	39	78	46	52	4	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	15	2986	38994	88	97	98	433	401	409	NA	11	10	47	52	47	53	36	41	NA	1	1
Non-Economically Disadvantaged	72	2538	40977	99	99	100	466	432	437	1	4	5	13	40	34	82	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	106	5739	80147	95	98	99	521	498	482	1	6	11	7	13	17	42	48	49	50	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	2849	39281	100	99	99	529	498	483	2	5	9	6	13	17	35	49	50	57	33	24
Male	52	2889	40780	91	98	98	514	497	482	NA	7	12	8	12	17	50	48	48	42	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	NC	2106	33494	NC	98	99	NC	479	466	NC	9	15	NC	18	23	NC	55	49	NC	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	90	2998	36122	97	98	99	531	514	501	NA	4	5	NA	8	10	41	44	50	59	44	35
Students with Disabilities	10	657	10295	77	90	92	NA	451	443	NA	25	33	NA	27	26	NA	38	33	NA	10	8
Students without Disabilities	96	5082	69852	98	99	100	525	503	488	NA	4	7	5	11	16	42	50	51	53	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	13	2944	38371	81	97	97	476	480	465	NA	9	15	38	18	23	38	52	49	23	20	13
Non-Economically Disadvantaged	93	2795	41776	98	99	100	527	516	498	1	3	6	2	7	11	43	45	49	54	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	105	5655	79686	95	97	98	503	478	470	3	7	11	10	21	24	65	61	57	23	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	2823	39163	100	98	99	509	482	475	2	6	9	6	19	22	70	63	60	22	12	10
Male	51	2831	40438	89	96	97	498	474	465	4	9	13	14	22	25	59	60	54	24	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	NC	2071	33299	NC	96	98	NC	458	452	NC	12	17	NC	30	32	NC	54	47	NC	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	90	2959	35914	97	97	98	511	495	489	NA	3	5	4	13	15	70	67	67	26	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	96	5084	69878	98	99	100	507	482	475	NA	5	8	8	19	23	67	64	61	25	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	12	2879	38095	75	95	97	467	462	452	NA	11	17	42	29	32	58	55	48	NA	5	3
Non-Economically Disadvantaged	93	2776	41591	98	98	99	508	495	486	3	3	6	5	13	16	66	67	65	26	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	105	5728	80372	95	98	99	488	476	475	2	3	4	26	31	30	69	64	64	4	2	2	
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
Female	54	2841	39452	100	99	99	506	487	488	2	2	3	9	22	22	83	73	72	6	3	3	
Male	51	2887	40836	89	98	98	469	464	464	2	4	6	43	39	37	53	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	NC	2102	33608	NC	98	99	NC	460	462	NC	6	6	NC	38	36	NC	55	57	NC	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	90	2995	36213	97	98	99	495	487	489	NA	2	2	23	24	22	72	72	72	4	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	96	5077	69846	98	99	100	491	481	482	1	2	3	23	28	26	72	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	12	2941	38521	75	97	98	459	462	461	--	8	5	6	17	38	38	75	56	55	NA	1	1
Non-Economically Disadvantaged	93	2787	41851	98	99	100	491	491	489	1	1	3	27	23	22	68	73	72	4	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	105	5603	79306	99	98	99	543	518	504	2	9	13	9	15	20	39	50	49	50	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2724	38845	100	98	99	545	518	505	2	8	11	6	16	20	41	51	50	51	26	18
Male	54	2879	40383	98	97	98	542	517	504	2	10	14	11	14	19	37	50	47	50	26	19
African American	--	240	4171	--	98	98	--	494	485	--	15	20	--	23	26	--	50	44	--	12	10
Hispanic	NC	2000	32673	NC	98	99	NC	496	487	NC	14	18	NC	22	25	NC	52	46	NC	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	89	2974	36234	99	98	99	552	535	523	1	4	6	3	9	13	38	49	52	57	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	96	4981	69020	100	99	100	547	523	510	1	6	9	7	14	18	38	52	52	54	28	21
Limited English Proficient Students	--	601	10291	--	95	96	--	462	458	--	34	38	--	33	34	--	31	26	--	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	15	2874	37437	100	97	97	494	499	486	NA	13	19	47	21	26	40	51	46	13	14	9
Non-Economically Disadvantaged	90	2729	41869	99	98	100	551	538	521	2	4	7	2	9	14	39	49	51	57	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	105	5547	79000	99	97	98	522	496	489	4	7	10	10	20	24	69	62	58	17	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2710	38774	100	98	99	528	501	494	4	5	7	6	19	22	67	63	61	24	12	10
Male	54	2837	40150	98	96	98	517	492	485	4	9	12	15	21	25	70	61	55	11	9	8
African American	--	238	4153	--	97	98	--	481	476	--	11	13	--	24	30	--	61	53	--	4	4
Hispanic	NC	1963	32508	NC	96	98	NC	476	472	NC	12	15	NC	31	33	NC	53	49	NC	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	89	2962	36135	99	97	98	529	513	508	1	3	4	9	12	14	70	69	67	20	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	96	4978	69009	100	99	100	526	500	495	3	5	6	8	19	22	70	65	62	19	12	10
Limited English Proficient Students	--	573	10199	--	91	95	--	441	439	--	33	35	--	46	47	--	20	18	--	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	15	2829	37234	100	96	97	480	478	472	13	11	15	27	29	33	60	55	50	NA	4	3
Non-Economically Disadvantaged	90	2718	41766	99	98	99	529	515	505	2	2	5	8	11	16	70	69	65	20	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	105	5609	79611	99	98	99	503	490	496	2	7	7	39	43	37	59	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2732	39016	100	98	99	513	505	511	2	4	4	29	34	29	69	61	66	NA	1	1
Male	54	2877	40519	98	97	98	494	476	482	2	9	10	48	51	44	50	40	46	NA	1	0
African American	--	236	4188	--	96	98	--	480	486	--	9	9	--	45	40	--	44	50	--	2	0
Hispanic	NC	2001	32855	NC	98	99	NC	470	481	NC	11	10	NC	51	43	NC	37	47	NC	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	89	2984	36380	99	98	99	509	504	511	NA	4	4	36	36	30	64	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	96	4970	68947	100	99	100	506	496	504	2	5	4	35	41	34	63	54	61	NA	0	1
Limited English Proficient Students	--	599	10362	--	95	97	--	415	438	--	30	22	--	56	57	--	14	21	--	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	15	2874	37626	100	97	98	456	472	479	13	10	10	67	51	45	20	38	45	NA	1	0
Non-Economically Disadvantaged	90	2735	41985	99	99	100	510	508	511	NA	3	4	34	34	30	66	63	65	NA	1	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	5505	79327	99	98	98	570	531	518	3	12	19	14	16	20	38	50	46	46	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	2626	38961	100	98	98	569	532	520	5	11	16	15	17	20	30	51	48	50	21	16
Male	51	2875	40295	98	98	97	571	531	516	NA	13	21	12	16	19	47	48	44	41	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	NC	1926	32327	NC	98	98	NC	510	499	NC	18	27	NC	23	25	NC	49	41	NC	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	94	2984	36373	99	99	98	582	549	538	3	7	10	6	11	14	36	51	52	54	31	25
Students with Disabilities	11	587	9321	92	89	87	481	473	467	9	44	54	73	23	22	18	27	21	NA	5	3
Students without Disabilities	100	4918	70006	100	99	100	580	537	524	2	8	14	7	15	19	40	53	49	51	24	18
Limited English Proficient Students	--	525	9431	--	95	95	--	475	466	--	40	53	--	30	27	--	29	18	--	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	14	2687	37097	100	97	97	510	511	498	NA	18	27	50	21	25	36	49	41	14	11	7
Non-Economically Disadvantaged	97	2818	42230	99	99	99	579	550	535	3	6	11	8	11	15	38	50	50	51	32	24

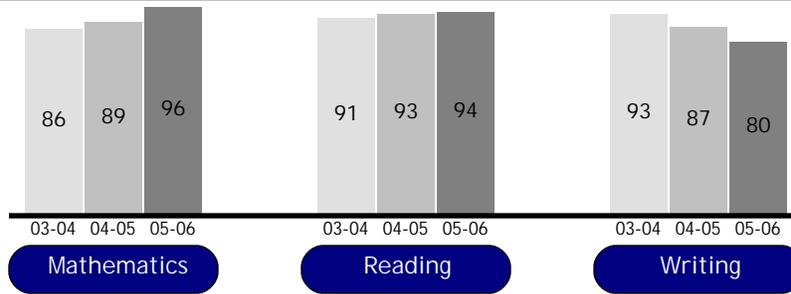
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	5447	79501	100	97	98	526	506	497	3	6	10	10	20	25	79	68	60	9	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	2606	39062	100	98	99	525	510	502	3	5	8	12	19	23	77	70	64	8	6	5
Male	52	2837	40368	100	97	98	528	503	491	2	8	13	8	22	27	81	66	57	10	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	NC	1887	32389	NC	96	98	NC	488	478	NC	10	16	NC	31	34	NC	58	48	NC	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	95	2973	36446	100	98	99	535	521	516	NA	4	4	6	12	15	83	76	73	11	8	7
Students with Disabilities	12	532	9411	100	80	88	462	461	453	25	28	36	33	34	36	42	34	26	NA	4	1
Students without Disabilities	100	4915	70090	100	99	100	534	510	502	NA	4	7	7	19	24	83	72	65	10	6	5
Limited English Proficient Students	--	496	9401	--	90	94	--	450	443	--	28	40	--	51	46	--	20	14	--	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	14	2646	37183	100	96	97	491	489	479	14	10	16	29	29	34	50	59	49	7	2	1
Non-Economically Disadvantaged	98	2801	42318	100	98	99	531	522	513	1	3	5	7	12	17	83	76	70	9	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	111	5492	80000	99	98	99	587	565	564	1	3	3	4	10	11	77	77	75	19	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	2626	39288	100	98	99	596	580	579	2	2	2	2	5	6	70	78	77	27	15	16
Male	51	2862	40644	98	97	98	578	552	549	NA	4	4	6	14	15	84	76	74	10	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	NC	1917	32672	NC	97	99	NC	548	548	NC	4	4	NC	13	14	NC	77	76	NC	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	94	2977	36602	99	98	99	596	578	579	NA	2	2	2	8	7	77	77	75	21	14	16
Students with Disabilities	11	585	9919	92	88	93	525	497	505	9	11	9	9	34	35	82	51	54	NA	5	2
Students without Disabilities	100	4907	70081	100	99	100	594	572	571	NA	2	2	3	7	7	76	80	79	21	11	12
Limited English Proficient Students	--	517	9571	--	93	96	--	490	502	--	14	10	--	29	29	--	56	60	--	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	14	2675	37534	100	97	98	566	547	547	NA	4	4	NA	14	15	93	77	76	7	5	5
Non-Economically Disadvantaged	97	2817	42466	99	99	100	590	582	578	1	1	2	4	7	7	74	77	75	21	15	16

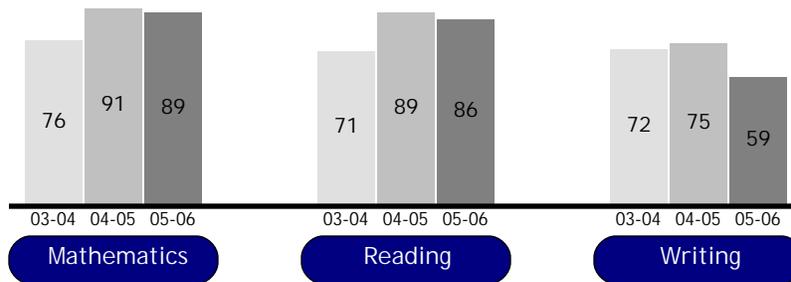
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	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	94	75	NA	58	96	63	50	47	98	73	50	46
	Language	93	73	53	50	96	59	49	47	98	76	50	48
	Mathematics	94	85	71	64	98	60	54	50	98	72	56	52
3	Reading	94	81	NA	55	98	67	50	44	97	75	52	46
	Language	95	83	63	61	98	67	49	44	97	72	48	46
	Mathematics	95	84	66	61	98	72	55	51	98	76	56	52
4	Reading	96	77	NA	56	96	69	52	48	93	73	58	52
	Language	98	70	55	52	96	70	52	49	93	72	58	52
	Mathematics	97	84	68	61	96	77	59	53	94	78	67	58
5	Reading	96	76	NA	55	99	69	55	50	97	79	61	56
	Language	98	70	55	49	99	70	55	50	97	75	59	54
	Mathematics	96	87	71	63	99	68	54	49	97	79	59	52
6	Reading	96	78	NA	56	99	69	58	51	100	75	63	56
	Language	99	70	55	48	99	68	54	47	99	75	58	50
	Mathematics	98	90	76	66	99	73	62	52	99	83	68	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Review School Goals
- Ü Review Student Handbook
- Ü Student Safety & Discipline
- Ü Customer Satisfaction
- Ü Issues Under Policy
- Ü Quality and Respect

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	1.50	Teacher Aide	15.00

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	2	3	0	0
7 to 9 years	2	2	0	0
10 or more years	6	22	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
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 Multipurpose Room with Stage
- Ü Resource Computer Station/Media Center

Extracurricular Activities

- Ü Student Council
- Ü Parks & Recreation Sports
- Ü YMCA Sports
- Ü Community Education Classes

Social Services

- Ü Lunch Program
- Ü Community Education
- Ü Parks & Recreation
- Ü YMCA

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü In a district of 57 schools, we have placed in the top ten schools for math and reading for the past nine years.

ü Students demonstrated academic improvement at all grade levels based on district and state tests.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	97	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school community shows respect for all participants in the educational setting. Care is taken to identify all persons not on staff and visitor badges are required. Students are signed-in/out by approved adults. We have an Emergency Plan in place.

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	Julie A. Hibbard	(480) 472-7550
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Julie A. Hibbard	(480) 472-7550
School Nutrition Programs	Tami Droll	(480) 472-0900
Parent Organization	Cheryl Chapman	(480) 644-1757
Student Health/Nurse	Michelle Lupien	(480) 472-2750

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

Total cost of printing: 16 Pages X .0243 Per page X 75 Copies = \$29.00

** 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.