

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1645 N Sterling Street, 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	Excelling
2003-04	Performing

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

School Overview

Principal/Administrator : Ms. Lynn Taylor David
 Schedule : 07:55 AM to 02:25 PM
 Grades : Pre-K-6
 Web Address : www.mpsaz.org/falcon/
 Phone Number : (480) 472-8600
 Fax Number : (480) 472-8597
 E-mail : ltdavid@mpsaz.org

Mission

The staff of Falcon Hill Elementary School is committed to serving all students by providing a safe, nurturing environment where children are challenged to meet high expectations and are instilled with the desire to become lifelong learners.

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 comprehend reading material at their grade level as measured by DIBELS in Kindergarten through Grade 3, the district reading CRT test for Grade 1, by the Teranova for Grade 2, and by the AIMS assessment for grades 3-6.
- ü Students will master basic math facts and concepts as measured by the district math CRT test for grade 1, by the Teranova for grade 2, and by the AIMS assessment for grades 3-6.

Enrollment

October 1, 2005 School Year Student Enrollment : 651
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 150

Instructional Programs

- Ü Gifted
- Ü On-site Special Education
- Ü Young Kindergarten
- Ü Pre-school
- Ü full-day kindergarten
- Ü half-day kindergarten class

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

As professional educators, we have the responsibility to keep parents informed of their child's academic and social progress. Our staff will communicate on a regularly basis with parents so that we form a team in serving their children. As we work together in this partnership, we look forward to providing the opportunity for each child to master the standards of the state.

Parents

Parents need to take responsibility for getting their child to school on time, with the necessary materials and ready to learn. Parental responsibility also includes communicating with the school in a manner which fosters problem solving.

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 their IEPs.

School Honors

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

Award/Honor	Year
Ü Math Olympiad Honor Roll - Grade 6	2006
Ü Math Olympiad High Achievement List - Grade 5	2006
Ü Math Olympiad Honor Roll - Grade 6	2005
Ü Math Olympiad High Achievement List - Grade 5	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	78	5547	80010	100	98	99	463	453	447	1	8	10	9	16	18	69	56	53	21	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	2719	38935	100	98	99	468	452	447	NA	8	9	9	17	19	59	56	55	31	19	17
Male	46	2828	40974	100	98	98	460	453	448	2	8	11	9	15	18	76	55	52	13	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	62	2783	35142	100	98	99	464	469	465	2	4	5	10	9	11	66	55	56	23	31	28
Students with Disabilities	12	645	10161	100	90	93	434	419	419	8	27	28	33	30	28	50	36	36	8	7	8
Students without Disabilities	66	4902	69849	100	99	100	468	457	451	NA	5	7	5	14	17	73	58	56	23	22	19
Limited English Proficient Students	--	877	14013	--	97	97	--	415	413	--	20	24	--	33	34	--	44	39	--	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	24	3005	39029	100	97	98	466	437	432	NA	11	14	13	22	25	67	57	52	21	10	9
Non-Economically Disadvantaged	54	2542	40981	100	99	100	462	472	462	2	4	6	7	9	13	70	54	54	20	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	74	5457	79438	95	97	98	476	457	451	1	7	9	7	21	24	74	60	56	18	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2686	38775	94	97	99	483	463	457	NA	5	7	7	19	22	70	62	58	23	14	13
Male	44	2770	40560	96	96	97	470	452	446	2	8	12	7	23	25	77	58	54	14	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	--	218	3940	--	94	95	--	443	429	--	10	14	--	27	36	--	57	47	--	6	3
White	59	2744	34887	95	97	98	476	475	471	2	3	4	8	13	15	71	65	63	19	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	66	4900	69850	100	99	100	480	461	456	NA	5	7	5	20	23	76	62	59	20	13	12
Limited English Proficient Students	--	846	13856	--	93	96	--	411	407	--	22	27	--	44	43	--	34	29	--	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	23	2946	38685	96	95	97	469	441	435	NA	10	14	13	29	32	74	55	50	13	5	5
Non-Economically Disadvantaged	51	2511	40753	94	98	99	479	477	467	2	3	5	4	12	16	75	65	62	20	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	78	5524	79971	100	98	99	426	415	423	NA	8	8	58	46	41	42	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	2715	38974	100	98	99	445	429	437	NA	5	5	41	40	33	59	53	57	NA	2	4
Male	46	2808	40895	100	97	98	412	402	410	NA	11	10	70	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	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	62	2779	35150	100	98	99	423	429	437	NA	5	5	60	41	35	40	52	56	NA	2	5
Students with Disabilities	12	645	10258	100	90	94	385	373	377	NA	20	23	83	54	51	17	24	25	NA	1	1
Students without Disabilities	66	4879	69713	100	99	100	432	420	429	NA	6	5	53	45	39	47	46	52	NA	2	3
Limited English Proficient Students	--	865	13985	--	95	97	--	371	382	--	22	18	--	56	54	--	22	27	--	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	24	2986	38994	100	97	98	422	401	409	NA	11	10	63	52	47	38	36	41	NA	1	1
Non-Economically Disadvantaged	54	2538	40977	100	99	100	427	432	437	NA	4	5	56	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	86	5739	80147	98	98	99	521	498	482	2	6	11	1	13	17	47	48	49	50	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2849	39281	95	99	99	524	498	483	2	5	9	2	13	17	48	49	50	48	33	24
Male	44	2889	40780	100	98	98	518	497	482	2	7	12	NA	12	17	45	48	48	52	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	11	2106	33494	92	98	99	523	479	466	NA	9	15	NA	18	23	55	55	49	45	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	71	2998	36122	99	98	99	523	514	501	1	4	5	1	8	10	46	44	50	51	44	35
Students with Disabilities	13	657	10295	100	90	92	478	451	443	15	25	33	8	27	26	54	38	33	23	10	8
Students without Disabilities	73	5082	69852	97	99	100	529	503	488	NA	4	7	NA	11	16	45	50	51	55	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	28	2944	38371	97	97	97	501	480	465	7	9	15	NA	18	23	57	52	49	36	20	13
Non-Economically Disadvantaged	58	2795	41776	98	99	100	531	516	498	NA	3	6	2	7	11	41	45	49	57	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	82	5655	79686	93	97	98	495	478	470	NA	7	11	12	21	24	70	61	57	18	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2823	39163	91	98	99	505	482	475	NA	6	9	13	19	22	60	63	60	28	12	10
Male	42	2831	40438	95	96	97	486	474	465	NA	9	13	12	22	25	79	60	54	10	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	11	2071	33299	92	96	98	484	458	452	NA	12	17	36	30	32	45	54	47	18	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	67	2959	35914	93	97	98	500	495	489	NA	3	5	7	13	15	73	67	67	19	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	73	5084	69878	97	99	100	499	482	475	NA	5	8	8	19	23	73	64	61	19	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	26	2879	38095	90	95	97	483	462	452	NA	11	17	19	29	32	73	55	48	8	5	3
Non-Economically Disadvantaged	56	2776	41591	95	98	99	501	495	486	NA	3	6	9	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	86	5728	80372	98	98	99	497	476	475	NA	3	4	16	31	30	84	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2841	39452	95	99	99	506	487	488	NA	2	3	12	22	22	88	73	72	NA	3	3
Male	44	2887	40836	100	98	98	488	464	464	NA	4	6	20	39	37	80	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	11	2102	33608	92	98	99	496	460	462	NA	6	6	9	38	36	91	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	71	2995	36213	99	98	99	498	487	489	NA	2	2	17	24	22	83	72	72	NA	3	3
Students with Disabilities	13	651	10526	100	89	94	470	428	427	NA	13	15	54	53	53	46	32	31	NA	2	1
Students without Disabilities	73	5077	69846	97	99	100	501	481	482	NA	2	3	10	28	26	90	68	69	NA	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	28	2941	38521	97	97	98	482	462	461	NA	5	6	21	38	38	79	56	55	NA	1	1
Non-Economically Disadvantaged	58	2787	41851	98	99	100	503	491	489	NA	1	3	14	23	22	86	73	72	NA	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	5603	79306	100	98	99	521	518	504	4	9	13	17	15	20	54	50	49	25	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2724	38845	100	98	99	514	518	505	6	8	11	21	16	20	54	51	50	19	26	18
Male	49	2879	40383	100	97	98	527	517	504	2	10	14	12	14	19	55	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	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	--	232	4034	--	98	97	--	493	479	--	15	22	--	27	29	--	48	43	--	10	7
White	90	2974	36234	100	98	99	523	535	523	3	4	6	17	9	13	53	49	52	27	37	28
Students with Disabilities	13	622	10286	100	87	91	481	469	462	8	32	41	46	27	27	38	34	27	8	7	5
Students without Disabilities	88	4981	69020	100	99	100	525	523	510	3	6	9	13	14	18	57	52	52	27	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	29	2874	37437	100	97	97	502	499	486	10	13	19	21	21	26	55	51	46	14	14	9
Non-Economically Disadvantaged	72	2729	41869	100	98	100	528	538	521	1	4	7	15	9	14	54	49	51	29	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	101	5547	79000	100	97	98	497	496	489	4	7	10	19	20	24	69	62	58	8	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2710	38774	100	98	99	497	501	494	2	5	7	23	19	22	67	63	61	8	12	10
Male	49	2837	40150	100	96	98	497	492	485	6	9	12	14	21	25	71	61	55	8	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	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	--	228	4016	--	97	96	--	474	467	--	11	14	--	32	37	--	54	46	--	4	2
White	90	2962	36135	100	97	98	499	513	508	3	3	4	17	12	14	71	69	67	9	16	15
Students with Disabilities	13	569	9991	100	79	88	466	456	449	8	22	33	31	36	36	62	39	29	NA	3	2
Students without Disabilities	88	4978	69009	100	99	100	501	500	495	3	5	6	17	19	22	70	65	62	9	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	29	2829	37234	100	96	97	478	478	472	7	11	15	31	29	33	62	55	50	NA	4	3
Non-Economically Disadvantaged	72	2718	41766	100	98	99	505	515	505	3	2	5	14	11	16	72	69	65	11	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	101	5609	79611	100	98	99	494	490	496	2	7	7	49	43	37	50	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2732	39016	100	98	99	504	505	511	NA	4	4	44	34	29	56	61	66	NA	1	1
Male	49	2877	40519	100	97	98	485	476	482	4	9	10	53	51	44	43	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	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	--	231	3992	--	98	96	--	477	478	--	8	10	--	52	46	--	40	44	--	NA	0
White	90	2984	36380	100	98	99	495	504	511	2	4	4	48	36	30	50	59	65	NA	1	1
Students with Disabilities	13	639	10664	100	89	94	440	437	440	15	21	23	54	56	54	31	20	22	NA	4	1
Students without Disabilities	88	4970	68947	100	99	100	501	496	504	NA	5	4	48	41	34	52	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	29	2874	37626	100	97	98	484	472	479	3	10	10	66	51	45	31	38	45	NA	1	0
Non-Economically Disadvantaged	72	2735	41985	100	99	100	499	508	511	1	3	4	42	34	30	57	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	84	5505	79327	99	98	98	576	531	518	NA	12	19	6	16	20	45	50	46	49	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2626	38961	100	98	98	572	532	520	NA	11	16	5	17	20	50	51	48	45	21	16
Male	44	2875	40295	98	98	97	579	531	516	NA	13	21	7	16	19	41	48	44	52	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	71	2984	36373	99	99	98	581	549	538	NA	7	10	4	11	14	41	51	52	55	31	25
Students with Disabilities	10	587	9321	100	89	87	NA	473	467	NA	44	54	NA	23	22	NA	27	21	NA	5	3
Students without Disabilities	74	4918	70006	99	99	100	580	537	524	NA	8	14	3	15	19	43	53	49	54	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	22	2687	37097	96	97	97	560	511	498	NA	18	27	9	21	25	68	49	41	23	11	7
Non-Economically Disadvantaged	62	2818	42230	100	99	99	581	550	535	NA	6	11	5	11	15	37	50	50	58	32	24

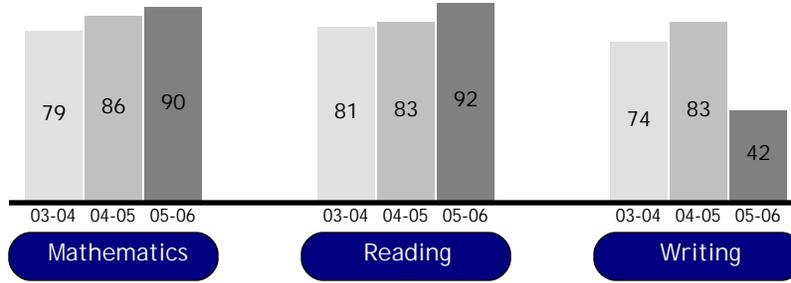
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	5447	79501	99	97	98	531	506	497	NA	6	10	8	20	25	80	68	60	12	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2606	39062	100	98	99	534	510	502	NA	5	8	10	19	23	78	70	64	13	6	5
Male	44	2837	40368	98	97	98	528	503	491	NA	8	13	7	22	27	82	66	57	11	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	71	2973	36446	99	98	99	534	521	516	NA	4	4	8	12	15	77	76	73	14	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	75	4915	70090	100	99	100	534	510	502	NA	4	7	5	19	24	83	72	65	12	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	23	2646	37183	100	96	97	516	489	479	NA	10	16	17	29	34	74	59	49	9	2	1
Non-Economically Disadvantaged	61	2801	42318	98	98	99	536	522	513	NA	3	5	5	12	17	82	76	70	13	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	85	5492	80000	100	98	99	603	565	564	NA	3	3	NA	10	11	76	77	75	24	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2626	39288	100	98	99	615	580	579	NA	2	2	NA	5	6	63	78	77	38	15	16
Male	45	2862	40644	100	97	98	593	552	549	NA	4	4	NA	14	15	89	76	74	11	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	72	2977	36602	100	98	99	606	578	579	NA	2	2	NA	8	7	74	77	75	26	14	16
Students with Disabilities	10	585	9919	100	88	93	NA	497	505	NA	11	9	NA	34	35	NA	51	54	NA	5	2
Students without Disabilities	75	4907	70081	100	99	100	607	572	571	NA	2	2	NA	7	7	76	80	79	24	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	23	2675	37534	100	97	98	596	547	547	NA	4	4	NA	14	15	78	77	76	22	5	5
Non-Economically Disadvantaged	62	2817	42466	100	99	100	606	582	578	NA	1	2	NA	7	7	76	77	75	24	15	16

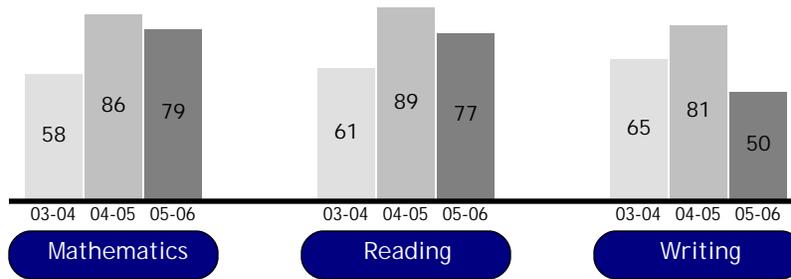
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	71	NA	58	94	54	50	47	91	70	50	46
	Language	96	65	53	50	92	53	49	47	91	67	50	48
	Mathematics	94	85	71	64	99	57	54	50	94	63	56	52
3	Reading	96	67	NA	55	98	55	50	44	94	58	52	46
	Language	97	71	63	61	98	53	49	44	99	48	48	46
	Mathematics	97	67	66	61	98	62	55	51	99	58	56	52
4	Reading	96	74	NA	56	100	63	52	48	94	70	58	52
	Language	96	68	55	52	100	61	52	49	99	67	58	52
	Mathematics	93	78	68	61	100	67	59	53	99	75	67	58
5	Reading	99	68	NA	55	97	64	55	50	97	63	61	56
	Language	100	58	55	49	97	62	55	50	97	58	59	54
	Mathematics	100	68	71	63	97	67	54	49	97	67	59	52
6	Reading	97	77	NA	56	94	73	58	51	94	79	63	56
	Language	97	70	55	48	94	68	54	47	95	76	58	50
	Mathematics	97	89	76	66	96	82	62	52	95	85	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)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 4 Student(s)

Council Duties

- Ü Student Discipline
- Ü Homework
- Ü Attendance
- Ü Topics Group Selects
- Ü Parent/Educator Relations
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.20
Other Professional Staff	1.50	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	1	0	0	0
7 to 9 years	2	1	0	0
10 or more years	4	21	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Choir and Recorder/2nd Semester
- Ü Accelerated Reader Club
- Ü Band/Orchestra

Social Services

- Ü Lunch Program
- Ü Afterschool Sports
- Ü Afterschool Child Care
- Ü Before-school Child Care
- Ü Boredom Busters Summer Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 92% of our Grade 3 students scored at the Meets or Exceeds levels on the Math portion of AIMS. This was a 10% gain from the previous year.
- ü 97% of our Grade 4 students scored at the Meets or Exceeds levels on the Math portion of the AIMS assessment. This was a 9% increase from the previous year.
- ü 100% of our Grade 5 students scored at the Meets or Exceeds levels of the Writing portion of the AIMS assessment. This represents a gain of 21% increase from the previous year.
- ü 94% of our Grade 6 students scored at the Meets or Exceeds levles on the Math portion of the AIMS assessment.

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	92	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 SIAC has reviewed all safety practices including parking, visitors, lock-downs, access to school classrooms and a Crisis Plan. All staff wear ID cards and visitors are required to check-in at the office. Staff are on duty before/after school.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Lynn Taylor David	(480) 472-8600
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Lynn Taylor David	(480) 472-8600
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Lena Woolington	(480) 472-8600
Student Health/Nurse	Hilari Bellarive	(480) 472-8579

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.