



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4132 E Adobe, Mesa, AZ 85205

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 Excelling

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

School Overview

Principal/Administrator : Dr. David Finley
Schedule : 07:30 AM to 03:30 PM
Grades : Pre-K-6
Web Address : www.mpsaz.org/entz
Phone Number : (480) 472-7300
Fax Number : (480) 472-7373
E-mail : dafinley@mpsaz.org

Mission

Our goal is to empower students to become proficient readers, mathematicians, researchers, writers and creative problem solvers. We encourage students, teachers and parents to work together to make learning more effective.

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

- Improve performance in reading, math and writing. Instruction based on Arizona Academic Standards.
Increase the number of parents who attend conferences.
Expand Accelerated Reading Program to additional grade levels.
Improve services to lower achieving students.

Enrollment

October 1, 2005 School Year Student Enrollment : 723
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 92

Instructional Programs

- Ü Thematic Instruction
- Ü Flexible Grouping
- Ü Advanced Placement
- Ü On-site Special Education
- Ü Accelerated Reader
- Ü Read Naturally

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

Communicate our expectations regarding attendance, homework and behavior. Provide an atmosphere which is conducive to teaching and learning. Encourage parents to be partners in the education of their children. Insure that parents are informed about the State Standards that will direct the instruction in their student's classroom. And, that students will be expected to master the skills required.

Parents

Encourage students to be responsible for their assignments. Make sure children attend school on time, every day, except when ill. Attend Parent/Teacher conferences. Contact the teacher if you have a question or concern.

Transportation Policy

Busing is provided for students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

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

Award/Honor	Year
Ü Veora E Johnson Spirit of Unity	2003
Ü MPS Writing Contest 3rd grade winner	2003
Ü AATM Math Challenge 5th Place	2003
Ü AATM Math Challenge 2nd Place	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	90	5547	80010	99	98	99	469	453	447	NA	8	10	13	16	18	53	56	53	33	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2719	38935	100	98	99	466	452	447	NA	8	9	19	17	19	51	56	55	30	19	17
Male	43	2828	40974	98	98	98	472	453	448	NA	8	11	7	15	18	56	55	52	37	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	10	2182	34545	91	98	99	NA	434	432	NA	12	14	NA	23	24	NA	56	53	NA	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	77	2783	35142	100	98	99	472	469	465	NA	4	5	12	9	11	53	55	56	35	31	28
Students with Disabilities	NC	645	10161	NC	90	93	NC	419	419	NC	27	28	NC	30	28	NC	36	36	NC	7	8
Students without Disabilities	82	4902	69849	99	99	100	471	457	451	NA	5	7	11	14	17	54	58	56	35	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	33	3005	39029	97	97	98	457	437	432	NA	11	14	24	22	25	48	57	52	27	10	9
Non-Economically Disadvantaged	57	2542	40981	100	99	100	475	472	462	NA	4	6	7	9	13	56	54	54	37	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	90	5457	79438	99	97	98	479	457	451	NA	7	9	12	21	24	70	60	56	18	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2686	38775	100	97	99	482	463	457	NA	5	7	13	19	22	64	62	58	23	14	13
Male	43	2770	40560	98	96	97	476	452	446	NA	8	12	12	23	25	77	58	54	12	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	10	2140	34297	91	96	98	NA	437	434	NA	11	14	NA	31	31	NA	54	50	NA	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	77	2744	34887	100	97	98	483	475	471	NA	3	4	9	13	15	70	65	63	21	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	82	4900	69850	99	99	100	481	461	456	NA	5	7	11	20	23	71	62	59	18	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	33	2946	38685	97	95	97	470	441	435	NA	10	14	24	29	32	64	55	50	12	5	5
Non-Economically Disadvantaged	57	2511	40753	100	98	99	484	477	467	NA	3	5	5	12	16	74	65	62	21	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	91	5524	79971	100	98	99	447	415	423	1	8	8	30	46	41	66	44	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2715	38974	100	98	99	454	429	437	NA	5	5	26	40	33	70	53	57	4	2	4
Male	44	2808	40895	100	97	98	439	402	410	2	11	10	34	53	47	61	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	11	2166	34481	100	97	99	452	399	410	NA	12	10	27	53	46	73	35	43	NA	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	NC	224	3995	NC	97	96	NC	403	409	NC	11	10	NC	50	47	NC	38	42	NC	0	1
White	77	2779	35150	100	98	99	446	429	437	1	5	5	31	41	35	64	52	56	4	2	5
Students with Disabilities	NC	645	10258	NC	90	94	NC	373	377	NC	20	23	NC	54	51	NC	24	25	NC	1	1
Students without Disabilities	83	4879	69713	100	99	100	449	420	429	NA	6	5	29	45	39	67	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	34	2986	38994	100	97	98	449	401	409	NA	11	10	26	52	47	71	36	41	3	1	1
Non-Economically Disadvantaged	57	2538	40977	100	99	100	446	432	437	2	4	5	32	40	34	63	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	102	5739	80147	100	98	99	533	498	482	1	6	11	5	13	17	34	48	49	60	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2849	39281	100	99	99	538	498	483	NA	5	9	6	13	17	27	49	50	67	33	24
Male	51	2889	40780	100	98	98	528	497	482	2	7	12	4	12	17	41	48	48	53	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	16	2106	33494	100	98	99	512	479	466	6	9	15	6	18	23	50	55	49	38	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	81	2998	36122	100	98	99	539	514	501	NA	4	5	4	8	10	32	44	50	64	44	35
Students with Disabilities	14	657	10295	100	90	92	511	451	443	7	25	33	7	27	26	57	38	33	29	10	8
Students without Disabilities	88	5082	69852	100	99	100	536	503	488	NA	4	7	5	11	16	31	50	51	65	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	27	2944	38371	100	97	97	500	480	465	4	9	15	11	18	23	52	52	49	33	20	13
Non-Economically Disadvantaged	75	2795	41776	100	99	100	545	516	498	NA	3	6	3	7	11	28	45	49	69	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	97	97	98	513	478	470	NA	7	11	8	21	24	66	61	57	26	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2823	39163	100	98	99	521	482	475	NA	6	9	6	19	22	59	63	60	35	12	10
Male	48	2831	40438	94	96	97	504	474	465	NA	9	13	10	22	25	73	60	54	17	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	15	2071	33299	94	96	98	490	458	452	NA	12	17	20	30	32	73	54	47	7	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	79	2959	35914	98	97	98	519	495	489	NA	3	5	5	13	15	65	67	67	30	17	14
Students with Disabilities	11	571	9808	79	78	87	507	440	432	NA	25	35	9	35	32	73	35	30	18	5	3
Students without Disabilities	88	5084	69878	100	99	100	513	482	475	NA	5	8	8	19	23	65	64	61	27	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	24	2879	38095	89	95	97	488	462	452	NA	11	17	17	29	32	75	55	48	8	5	3
Non-Economically Disadvantaged	75	2776	41591	100	98	99	521	495	486	NA	3	6	5	13	16	63	67	65	32	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	102	5728	80372	100	98	99	506	476	475	NA	3	4	12	31	30	82	64	64	6	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2841	39452	100	99	99	517	487	488	NA	2	3	8	22	22	80	73	72	12	3	3
Male	51	2887	40836	100	98	98	495	464	464	NA	4	6	16	39	37	84	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	16	2102	33608	100	98	99	492	460	462	NA	6	6	19	38	36	81	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	--	239	4128	--	98	97	--	462	464	--	3	4	--	48	39	--	49	56	--	NA	1
White	81	2995	36213	100	98	99	508	487	489	NA	2	2	10	24	22	84	72	72	6	3	3
Students with Disabilities	14	651	10526	100	89	94	484	428	427	NA	13	15	21	53	53	79	32	31	NA	2	1
Students without Disabilities	88	5077	69846	100	99	100	509	481	482	NA	2	3	10	28	26	83	68	69	7	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	27	2941	38521	100	97	98	482	462	461	NA	5	6	30	38	38	70	56	55	NA	1	1
Non-Economically Disadvantaged	75	2787	41851	100	99	100	515	491	489	NA	1	3	5	23	22	87	73	72	8	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	96	5603	79306	99	98	99	537	518	504	4	9	13	14	15	20	45	50	49	38	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	2724	38845	98	98	99	538	518	505	4	8	11	18	16	20	36	51	50	43	26	18
Male	40	2879	40383	100	97	98	535	517	504	5	10	14	8	14	19	58	50	47	30	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	14	2000	32673	100	98	99	482	496	487	14	14	18	29	22	25	43	52	46	14	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	78	2974	36234	99	98	99	547	535	523	3	4	6	12	9	13	44	49	52	42	37	28
Students with Disabilities	21	622	10286	95	87	91	477	469	462	10	32	41	43	27	27	43	34	27	5	7	5
Students without Disabilities	75	4981	69020	100	99	100	551	523	510	3	6	9	5	14	18	45	52	52	47	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	32	2874	37437	97	97	97	516	499	486	9	13	19	16	21	26	59	51	46	16	14	9
Non-Economically Disadvantaged	64	2729	41869	100	98	100	548	538	521	2	4	7	13	9	14	38	49	51	48	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	92	5547	79000	95	97	98	518	496	489	1	7	10	11	20	24	66	62	58	22	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	2710	38774	93	98	99	522	501	494	2	5	7	9	19	22	62	63	61	26	12	10
Male	39	2837	40150	98	96	98	512	492	485	NA	9	12	13	21	25	72	61	55	15	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	13	1963	32508	93	96	98	483	476	472	NA	12	15	31	31	33	54	53	49	15	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	75	2962	36135	95	97	98	526	513	508	1	3	4	5	12	14	69	69	67	24	16	15
Students with Disabilities	17	569	9991	77	79	88	481	456	449	6	22	33	12	36	36	76	39	29	6	3	2
Students without Disabilities	75	4978	69009	100	99	100	524	500	495	NA	5	6	11	19	22	64	65	62	25	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	30	2829	37234	91	96	97	488	478	472	3	11	15	27	29	33	67	55	50	3	4	3
Non-Economically Disadvantaged	62	2718	41766	97	98	99	533	515	505	NA	2	5	3	11	16	66	69	65	31	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	97	5609	79611	100	98	99	505	490	496	2	7	7	36	43	37	61	50	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	2732	39016	100	98	99	514	505	511	2	4	4	30	34	29	67	61	66	2	1	1
Male	40	2877	40519	100	97	98	493	476	482	3	9	10	45	51	44	53	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	14	2001	32855	100	98	99	480	470	481	NA	11	10	64	51	43	29	37	47	7	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	--	231	3992	--	98	96	--	477	478	--	8	10	--	52	46	--	40	44	--	NA	0
White	79	2984	36380	100	98	99	511	504	511	3	4	4	30	36	30	67	59	65	NA	1	1
Students with Disabilities	22	639	10664	100	89	94	456	437	440	5	21	23	73	56	54	18	20	22	5	4	1
Students without Disabilities	75	4970	68947	100	99	100	517	496	504	1	5	4	25	41	34	73	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	100	97	98	484	472	479	3	10	10	58	51	45	39	38	45	NA	1	0
Non-Economically Disadvantaged	64	2735	41985	100	99	100	517	508	511	2	3	4	25	34	30	72	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	100	98	98	558	531	518	4	12	19	8	16	20	55	50	46	33	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2626	38961	100	98	98	567	532	520	NA	11	16	4	17	20	58	51	48	38	21	16
Male	49	2875	40295	100	98	97	548	531	516	8	13	21	12	16	19	53	48	44	27	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	13	1926	32327	100	98	98	507	510	499	15	18	27	15	23	25	69	49	41	NA	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	80	2984	36373	100	99	98	566	549	538	1	7	10	6	11	14	55	51	52	38	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	91	4918	70006	100	99	100	562	537	524	1	8	14	8	15	19	58	53	49	33	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	25	2687	37097	100	97	97	517	511	498	16	18	27	12	21	25	64	49	41	8	11	7
Non-Economically Disadvantaged	76	2818	42230	100	99	99	571	550	535	NA	6	11	7	11	15	53	50	50	41	32	24

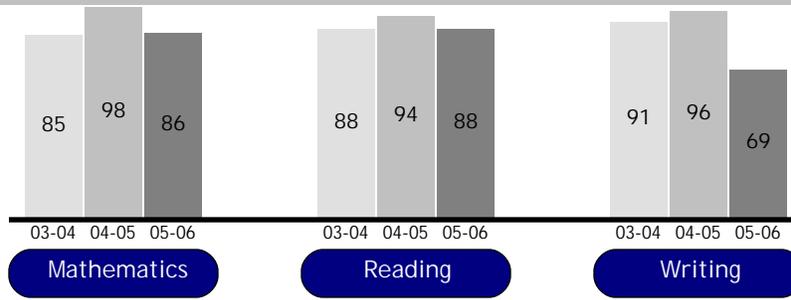
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	5447	79501	98	97	98	527	506	497	2	6	10	6	20	25	82	68	60	10	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2606	39062	100	98	99	536	510	502	NA	5	8	2	19	23	88	70	64	10	6	5
Male	47	2837	40368	96	97	98	517	503	491	4	8	13	11	22	27	74	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	12	1887	32389	92	96	98	489	488	478	8	10	16	25	31	34	67	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	80	2973	36446	100	98	99	534	521	516	1	4	4	3	12	15	84	76	73	13	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	91	4915	70090	100	99	100	530	510	502	1	4	7	4	19	24	86	72	65	9	6	5
Limited English Proficient Students	NC	496	9401	NC	90	94	NC	450	443	NC	28	40	NC	51	46	NC	20	14	NC	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	23	2646	37183	92	96	97	509	489	479	9	10	16	17	29	34	70	59	49	4	2	1
Non-Economically Disadvantaged	76	2801	42318	100	98	99	533	522	513	NA	3	5	3	12	17	86	76	70	12	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	101	5492	80000	100	98	99	576	565	564	2	3	3	3	10	11	85	77	75	10	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2626	39288	100	98	99	599	580	579	NA	2	2	NA	5	6	83	78	77	17	15	16
Male	49	2862	40644	100	97	98	553	552	549	4	4	4	6	14	15	88	76	74	2	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	13	1917	32672	100	97	99	536	548	548	8	4	4	8	13	14	85	77	76	NA	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	80	2977	36602	100	98	99	582	578	579	1	2	2	3	8	7	85	77	75	11	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	91	4907	70081	100	99	100	586	572	571	NA	2	2	2	7	7	88	80	79	10	11	12
Limited English Proficient Students	NC	517	9571	NC	93	96	NC	490	502	NC	14	10	NC	29	29	NC	56	60	NC	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	25	2675	37534	100	97	98	539	547	547	4	4	4	12	14	15	84	77	76	NA	5	5
Non-Economically Disadvantaged	76	2817	42466	100	99	100	589	582	578	1	1	2	NA	7	7	86	77	75	13	15	16

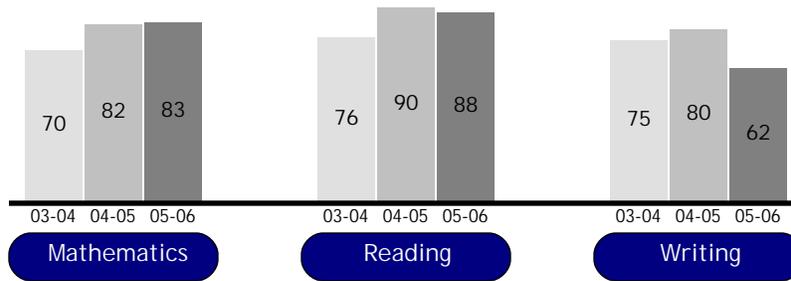
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	79	NA	58	98	70	50	47	96	73	50	46
	Language	100	71	53	50	98	67	49	47	96	72	50	48
	Mathematics	100	88	71	64	99	68	54	50	97	75	56	52
3	Reading	98	71	NA	55	99	68	50	44	100	72	52	46
	Language	97	80	63	61	99	64	49	44	100	61	48	46
	Mathematics	99	80	66	61	99	74	55	51	100	67	56	52
4	Reading	96	73	NA	56	94	63	52	48	93	78	58	52
	Language	98	66	55	52	94	65	52	49	96	73	58	52
	Mathematics	99	79	68	61	94	68	59	53	96	84	67	58
5	Reading	99	73	NA	55	98	65	55	50	90	78	61	56
	Language	100	68	55	49	98	63	55	50	95	68	59	54
	Mathematics	99	85	71	63	97	58	54	49	94	68	59	52
6	Reading	100	71	NA	56	95	72	58	51	97	73	63	56
	Language	100	70	55	48	95	68	54	47	99	72	58	50
	Mathematics	100	86	76	66	96	73	62	52	99	79	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)
- 1 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Address any and all parent concerns
- Ü Address any and all staff concerns
- Ü Address academic areas as needed

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	1.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	2	4	0	0
10 or more years	11	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
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 PC Lab
- Ü Multipurpose Room
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Chorus
- Ü Chess Club
- Ü Newspaper Club

Social Services

- Ü Lunch Program
- Ü Crisis Intervention
- Ü Recreational Activities
- Ü Clothing/Food Drive

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Students met academic goals on AIMS and Stanford 9 tests.
 Entz has been labeled an 'Excelling' school, based on testing results for 02/03, 03/04, 04/05 and 05/06 school years.

ü Very few discipline reports are filed.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	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

Entz is committed to ensuring a safe and secure environment for instruction and learning. Clear and concise student behavior rules and expectations are set and aggressively, fairly and consistently enforced.

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	Dr. David Finley	(480) 472-7302
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Nancy Radisich	(480) 472-7302
School Nutrition Programs	Fran Center	(480) 472-7318
Parent Organization	Monica Ochoa	(480) 472-7300
Student Health/Nurse	Sarah Warth	(480) 472-7308

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.