

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1000 E. Mesquite Street, Gilbert, AZ 85296

Gilbert Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Highly Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Jack Blanchard
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-6
 Web Address : www.gilbert.k12.az.us/info/schools/mesquite_E
 Phone Number : (480) 813-1240
 Fax Number : (480) 813-7387
 E-mail : jack_blanchard@gilbert.k12.az.us

Mission

Our mission is to partner with parents, businesses and the community to provide a rich educational environment where students may strive for academic excellence while developing interpersonal skills, self confidence and self esteem. A strong home-to-school partnership is central to our 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 Our primary goal for this year is teacher training in specific strategies and methods that will increase student achievement in the core-curricular area of mathematics. Our goal is to increase achievement on the State AIMS-DPA assessment.
- ü Our secondary focus is on improvement our students' writing skills through a focused effort on identifying and remediating students who are struggling. As a part of this effort, emphasis will be placed on mapping skills and prewriting techniques.
- ü Our third goal is to increase communications with parents in order to increase the level of parental involvement. In addition, efforts at increasing parental involvement with the PTSO will be stressed.

Enrollment

October 1, 2005 School Year Student Enrollment : 700
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 121

Instructional Programs

- Ü Full-day & 1/2 day Kindergarten
- Ü Gifted Classes
- Ü On-site Special Education
- Ü Integrated Curriculum/Instruction
- Ü Autism - Kindergarten, Pri. & Inter.
- Ü Functional SCILLS - Pri. & Inter.
- Ü English Language Learners (ELL)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We have a responsibility to provide a strong academic education in a safe environment. School procedures and expectations are provided through the Elementary School Handbook and are provided to all parents and students. In addition to the regular curriculum, the following programs and supplemental materials are used to ensure these responsibilities are being met: Accelerated Reader for grades K-6; Study Skills 4-6; Student Council; Fine Arts programs; Peer Mediation; CHAMPS; Math tutoring.

Parents

Parents are responsible for ensuring that students arrive at school on time, in appropriate attire and are ready to learn. Parents are also responsible for the health and well-being of their child. Active parental involvement and parent support of the school's policies and procedures is encouraged.

Transportation Policy

Bus transportation is provided for students who live one mile or more from the school or who live where there are hazards, such as major streets/intersections. The bus driver has the authority to enforce the rules of conduct as to bus behavior.

School Honors

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

Award/Honor

Year

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	98	2749	80010	99	98	99	472	475	447	2	4	10	14	9	18	51	50	53	33	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1307	38935	100	99	99	467	474	447	NA	4	9	11	8	19	59	51	55	30	37	17
Male	61	1442	40974	98	98	98	475	476	448	3	3	11	16	9	18	46	50	52	34	38	19
African American	NC	127	4201	NC	99	99	NC	452	430	NC	9	17	NC	14	23	NC	57	51	NC	19	9
Hispanic	18	460	34545	95	98	99	464	456	432	6	4	14	17	13	24	61	65	53	17	19	9
Asian/Pacific Islander	NC	110	2068	NC	99	99	NC	481	474	NC	5	4	NC	8	10	NC	44	50	NC	43	36
American Indian/Alaskan Native	NC	23	3979	NC	88	96	NC	462	424	NC	NA	17	NC	13	30	NC	65	47	NC	22	6
White	75	2029	35142	100	99	99	475	481	465	1	3	5	12	7	11	51	47	56	36	43	28
Students with Disabilities	20	414	10161	100	93	93	452	440	419	5	16	28	40	27	28	45	39	36	10	18	8
Students without Disabilities	78	2335	69849	99	100	100	476	481	451	1	1	7	8	5	17	53	52	56	38	41	19
Limited English Proficient Students	NC	99	14013	NC	95	97	NC	429	413	NC	12	24	NC	24	34	NC	59	39	NC	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	17	583	39029	100	97	98	455	454	432	6	6	14	29	15	25	53	60	52	12	19	9
Non-Economically Disadvantaged	81	2166	40981	99	99	100	475	481	462	1	3	6	11	7	13	51	47	54	37	43	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	91	2707	79438	92	97	98	477	480	451	NA	3	9	19	12	24	60	62	56	21	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1290	38775	92	98	99	486	487	457	NA	2	7	12	9	22	59	61	58	29	27	13
Male	57	1417	40560	92	96	97	471	474	446	NA	3	12	23	14	25	61	62	54	16	20	9
African American	NC	125	4178	NC	98	98	NC	458	439	NC	6	13	NC	25	29	NC	59	52	NC	10	6
Hispanic	17	455	34297	89	97	98	457	464	434	NA	5	14	29	16	31	65	69	50	6	10	5
Asian/Pacific Islander	NC	109	2063	NC	98	99	NC	482	475	NC	3	3	NC	13	15	NC	56	63	NC	28	20
American Indian/Alaskan Native	NC	22	3940	NC	85	95	NC	469	429	NC	9	14	NC	5	36	NC	68	47	NC	18	3
White	69	1996	34887	92	97	98	483	485	471	NA	2	4	16	10	15	59	61	63	25	27	18
Students with Disabilities	13	373	9588	65	84	88	479	445	416	NA	13	30	23	31	32	69	46	34	8	9	5
Students without Disabilities	78	2334	69850	99	99	100	477	485	456	NA	1	7	18	9	23	59	64	59	23	25	12
Limited English Proficient Students	NC	98	13856	NC	94	96	NC	423	407	NC	17	27	NC	37	43	NC	43	29	NC	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	17	573	38685	100	96	97	457	461	435	NA	5	14	35	20	32	53	65	50	12	11	5
Non-Economically Disadvantaged	74	2134	40753	90	97	99	481	485	467	NA	2	5	15	10	16	62	61	62	23	27	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	99	2749	79971	100	98	99	438	448	423	4	3	8	35	28	41	59	64	49	2	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1307	38974	100	99	99	446	461	437	5	3	5	27	20	33	65	70	57	3	7	4
Male	62	1442	40895	100	98	98	433	436	410	3	4	10	40	35	47	55	58	41	2	3	2
African American	NC	126	4203	NC	98	99	NC	429	411	NC	7	11	NC	33	45	NC	57	43	NC	2	2
Hispanic	19	461	34481	100	98	99	423	436	410	5	4	10	42	33	46	53	61	43	NA	2	1
Asian/Pacific Islander	NC	109	2067	NC	98	99	NC	457	449	NC	3	4	NC	26	28	NC	61	60	NC	11	8
American Indian/Alaskan Native	NC	23	3995	NC	88	96	NC	426	409	NC	NA	10	NC	57	47	NC	43	42	NC	NA	1
White	75	2030	35150	100	99	99	442	451	437	4	3	5	33	26	35	60	66	56	3	5	5
Students with Disabilities	20	412	10258	100	93	94	411	407	377	15	13	23	45	50	51	40	35	25	NA	2	1
Students without Disabilities	79	2337	69713	100	100	100	443	455	429	1	2	5	33	24	39	63	69	52	3	5	3
Limited English Proficient Students	NC	99	13985	NC	95	97	NC	405	382	NC	6	18	NC	58	54	NC	36	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	17	585	38994	100	98	98	423	430	409	6	5	10	53	39	47	35	53	41	6	2	1
Non-Economically Disadvantaged	82	2164	40977	100	99	100	440	453	437	4	3	5	32	25	34	63	67	56	1	6	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	101	2846	80147	98	98	99	520	511	482	NA	3	11	5	6	17	51	49	49	44	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1386	39281	95	98	99	524	511	483	NA	3	9	2	5	17	55	51	50	43	41	24
Male	59	1458	40780	100	98	98	517	511	482	NA	3	12	7	8	17	49	48	48	44	42	24
African American	NC	123	4249	NC	96	99	NC	488	464	NC	7	17	NC	17	22	NC	58	48	NC	19	13
Hispanic	15	468	33494	94	96	99	512	493	466	NA	5	15	13	12	23	47	56	49	40	27	14
Asian/Pacific Islander	NC	156	2103	NC	100	99	NC	525	515	NC	3	4	NC	4	8	NC	38	44	NC	55	45
American Indian/Alaskan Native	--	25	4117	--	96	96	--	493	456	--	8	19	--	4	27	--	60	46	--	28	8
White	77	2074	36122	100	98	99	522	516	501	NA	2	5	4	5	10	51	48	50	45	45	35
Students with Disabilities	NC	371	10295	NC	88	92	NC	467	443	NC	16	33	NC	22	26	NC	47	33	NC	14	8
Students without Disabilities	92	2475	69852	100	100	100	521	518	488	NA	1	7	4	4	16	53	49	51	42	46	26
Limited English Proficient Students	NC	84	12722	NC	94	97	NC	465	441	NC	10	27	NC	29	33	NC	51	37	NC	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	13	592	38371	93	96	97	495	490	465	NA	6	15	8	13	23	69	56	49	23	25	13
Non-Economically Disadvantaged	88	2254	41776	99	99	100	524	517	498	NA	2	6	5	5	11	49	47	49	47	46	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	100	2812	79686	97	97	98	502	499	470	1	2	11	9	11	24	74	70	57	16	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1376	39163	95	97	99	506	504	475	NA	2	9	5	8	22	76	70	60	19	20	10
Male	58	1434	40438	98	96	97	499	494	465	2	2	13	12	13	25	72	70	54	14	14	7
African American	NC	122	4228	NC	95	98	NC	482	458	NC	6	15	NC	18	28	NC	66	53	NC	10	4
Hispanic	15	463	33299	94	95	98	493	481	452	NA	5	17	13	18	32	80	68	47	7	8	3
Asian/Pacific Islander	NC	154	2097	NC	99	99	NC	503	490	NC	1	5	NC	11	13	NC	73	68	NC	15	14
American Indian/Alaskan Native	--	25	4087	--	96	96	--	482	446	--	NA	16	--	16	38	--	84	44	--	NA	2
White	76	2048	35914	99	97	98	504	503	489	1	1	5	7	8	15	75	71	67	17	20	14
Students with Disabilities	NC	338	9808	NC	80	87	NC	467	432	NC	9	35	NC	30	32	NC	53	30	NC	7	3
Students without Disabilities	92	2474	69878	100	100	100	501	503	475	NA	1	8	10	8	23	76	73	61	14	18	9
Limited English Proficient Students	NC	83	12594	NC	93	96	NC	448	422	NC	16	34	NC	39	45	NC	42	21	NC	4	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	12	581	38095	86	94	97	482	481	452	NA	5	17	25	20	32	67	66	48	8	9	3
Non-Economically Disadvantaged	88	2231	41591	99	98	99	504	503	486	1	1	6	7	8	16	75	71	65	17	19	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	103	2875	80372	100	99	99	505	497	475	1	2	4	10	16	30	84	77	64	5	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1406	39452	100	99	99	513	508	488	NA	1	3	11	12	22	80	81	72	9	7	3
Male	59	1467	40836	100	98	98	499	487	464	2	3	6	8	21	37	88	74	56	2	3	1
African American	NC	125	4264	NC	98	99	NC	485	465	NC	2	5	NC	22	35	NC	74	59	NC	2	1
Hispanic	16	477	33608	100	98	99	515	486	462	NA	3	6	6	18	36	88	77	57	6	3	1
Asian/Pacific Islander	NC	156	2098	NC	100	99	NC	508	500	NC	3	2	NC	12	16	NC	74	75	NC	11	7
American Indian/Alaskan Native	--	26	4128	--	100	97	--	497	464	--	NA	4	--	23	39	--	73	56	--	4	1
White	77	2091	36213	100	99	99	503	499	489	1	1	2	9	16	22	84	78	72	5	5	3
Students with Disabilities	11	401	10526	100	95	94	466	452	427	9	7	15	27	45	53	64	47	31	NA	1	1
Students without Disabilities	92	2474	69846	100	100	100	509	504	482	NA	1	3	8	12	26	87	82	69	5	5	2
Limited English Proficient Students	NC	87	12747	NC	98	97	NC	446	432	NC	10	12	NC	34	52	NC	55	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	14	604	38521	100	98	98	474	479	461	7	3	6	21	25	38	71	70	55	NA	1	1
Non-Economically Disadvantaged	89	2271	41851	100	99	100	509	502	489	NA	1	3	8	14	22	87	79	72	6	5	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	102	2841	79306	97	99	99	531	529	504	4	5	13	10	11	20	55	52	49	31	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1394	38845	96	99	99	538	531	505	2	4	11	4	12	20	58	52	50	35	33	18
Male	54	1446	40383	98	99	98	524	528	504	6	5	14	15	11	19	52	53	47	28	31	19
African American	NC	119	4171	NC	98	98	NC	495	485	NC	11	20	NC	22	26	NC	55	44	NC	13	10
Hispanic	15	450	32673	94	99	99	524	509	487	NA	7	18	20	17	25	47	59	46	33	17	10
Asian/Pacific Islander	NC	135	2147	NC	100	99	NC	548	539	NC	3	5	NC	6	10	NC	44	46	NC	47	40
American Indian/Alaskan Native	NC	20	4034	NC	100	97	NC	539	479	NC	10	22	NC	NA	29	NC	45	43	NC	45	7
White	81	2116	36234	98	99	99	534	534	523	5	4	6	7	10	13	57	51	52	31	35	28
Students with Disabilities	13	358	10286	81	94	91	459	483	462	23	24	41	38	29	27	38	35	27	NA	12	5
Students without Disabilities	89	2483	69020	100	100	100	538	536	510	1	2	9	6	8	18	57	55	52	36	35	21
Limited English Proficient Students	NC	73	10291	NC	99	96	NC	481	458	NC	18	38	NC	33	34	NC	44	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	16	556	37437	94	97	97	507	505	486	6	10	19	25	18	26	44	55	46	25	16	9
Non-Economically Disadvantaged	86	2285	41869	98	100	100	535	535	521	3	3	7	7	9	14	57	52	51	33	36	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	100	2799	79000	95	98	98	517	514	489	3	2	10	10	12	24	73	69	58	14	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1385	38774	96	98	99	527	520	494	NA	2	7	10	9	22	69	69	61	21	20	10
Male	52	1413	40150	95	97	98	507	509	485	6	3	12	10	14	25	77	69	55	8	14	8
African American	NC	115	4153	NC	94	98	NC	490	476	NC	3	13	NC	28	30	NC	62	53	NC	7	4
Hispanic	15	435	32508	94	96	98	509	498	472	NA	4	15	13	19	33	80	69	49	7	8	3
Asian/Pacific Islander	NC	133	2142	NC	99	99	NC	521	510	NC	3	4	NC	8	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	NC	19	4016	NC	95	96	NC	515	467	NC	5	14	NC	5	37	NC	74	46	NC	16	2
White	79	2096	36135	95	98	98	519	519	508	3	2	4	10	10	14	72	69	67	15	19	15
Students with Disabilities	11	315	9991	69	83	88	477	477	449	27	13	33	NA	33	36	73	46	29	NA	8	2
Students without Disabilities	89	2484	69009	100	100	100	520	519	495	NA	1	6	11	9	22	73	72	62	16	18	10
Limited English Proficient Students	NC	72	10199	NC	97	95	NC	462	439	NC	15	35	NC	44	47	NC	40	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	16	534	37234	94	93	97	494	494	472	6	4	15	6	21	33	81	68	50	6	7	3
Non-Economically Disadvantaged	84	2265	41766	95	99	99	521	519	505	2	2	5	11	10	16	71	69	65	15	19	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	104	2841	79611	99	99	99	512	515	496	4	3	7	21	27	37	75	69	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1396	39016	100	99	99	535	531	511	NA	1	4	12	17	29	88	80	66	NA	1	1
Male	54	1444	40519	98	99	98	489	500	482	7	4	10	30	37	44	63	59	46	NA	0	0
African American	NC	119	4188	NC	98	98	NC	495	486	NC	4	9	NC	37	40	NC	59	50	NC	NA	0
Hispanic	16	448	32855	100	99	99	518	501	481	6	5	10	6	32	43	88	63	47	NA	NA	0
Asian/Pacific Islander	NC	134	2149	NC	99	100	NC	519	519	NC	6	4	NC	19	24	NC	73	70	NC	2	2
American Indian/Alaskan Native	NC	20	3992	NC	100	96	NC	518	478	NC	5	10	NC	20	46	NC	70	44	NC	5	0
White	82	2119	36380	99	99	99	512	519	511	4	2	4	22	27	30	74	71	65	NA	1	1
Students with Disabilities	15	357	10664	94	94	94	445	460	440	20	13	23	27	57	54	53	29	22	NA	0	1
Students without Disabilities	89	2484	68947	100	100	100	520	523	504	1	1	4	20	23	34	79	75	61	NA	1	1
Limited English Proficient Students	NC	74	10362	NC	100	97	NC	471	438	NC	11	22	NC	59	57	NC	30	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	17	555	37626	100	97	98	497	494	479	6	6	10	24	38	45	71	55	45	NA	1	0
Non-Economically Disadvantaged	87	2286	41985	99	100	100	515	520	511	3	2	4	21	25	30	76	73	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	107	2911	79327	96	98	98	558	548	518	5	7	19	8	10	20	52	56	46	35	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1431	38961	100	98	98	566	548	520	NA	6	16	4	9	20	62	57	48	34	28	16
Male	57	1480	40295	93	98	97	551	547	516	9	7	21	12	10	19	44	54	44	35	28	16
African American	NC	141	4247	NC	98	98	NC	530	499	NC	10	27	NC	16	24	NC	56	41	NC	18	8
Hispanic	13	493	32327	93	96	98	542	529	499	NA	10	27	23	16	25	54	57	41	23	17	8
Asian/Pacific Islander	NC	120	1939	NC	99	99	NC	574	556	NC	3	6	NC	7	10	NC	48	47	NC	43	36
American Indian/Alaskan Native	NC	28	4391	NC	97	96	NC	539	489	NC	4	32	NC	11	27	NC	68	36	NC	18	4
White	86	2129	36373	98	99	98	563	552	538	5	6	10	6	8	14	51	56	52	38	31	25
Students with Disabilities	12	360	9321	75	89	87	509	493	467	42	36	54	17	23	22	25	33	21	17	8	3
Students without Disabilities	95	2551	70006	100	100	100	562	555	524	NA	2	14	7	8	19	56	59	49	37	31	18
Limited English Proficient Students	NC	47	9431	NC	96	95	NC	486	466	NC	34	53	NC	28	27	NC	36	18	NC	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	15	588	37097	100	95	97	541	527	498	7	12	27	20	18	25	53	54	41	20	17	7
Non-Economically Disadvantaged	92	2323	42230	96	99	99	560	553	535	4	5	11	7	7	15	52	56	50	37	31	24

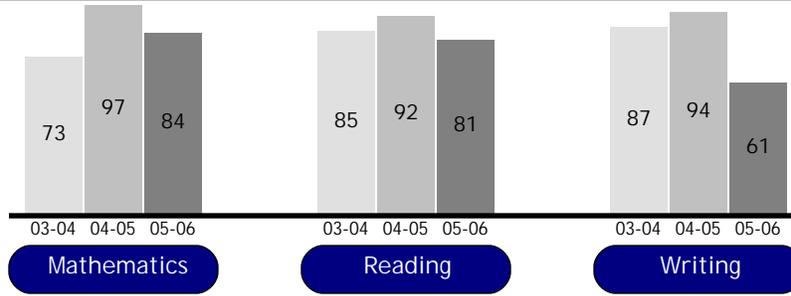
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	2886	79501	93	97	98	530	523	497	2	3	10	8	11	25	81	78	60	10	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1426	39062	100	98	99	541	527	502	NA	2	8	4	8	23	82	80	64	14	10	5
Male	53	1460	40368	87	97	98	520	518	491	4	3	13	11	13	27	79	77	57	6	6	3
African American	NC	141	4279	NC	98	99	NC	511	485	NC	3	14	NC	20	30	NC	74	54	NC	4	2
Hispanic	12	489	32389	86	96	98	516	509	478	NA	5	16	17	18	34	75	73	48	8	4	1
Asian/Pacific Islander	--	119	1936	--	98	99	--	531	519	--	2	3	--	8	14	--	78	73	--	13	9
American Indian/Alaskan Native	NC	28	4401	NC	97	96	NC	518	473	NC	4	17	NC	4	40	NC	86	43	NC	7	1
White	84	2109	36446	95	98	99	533	526	516	1	2	4	7	9	15	81	80	73	11	9	7
Students with Disabilities	NC	335	9411	NC	83	88	NC	480	453	NC	16	36	NC	35	36	NC	48	26	NC	1	1
Students without Disabilities	95	2551	70090	100	100	100	532	528	502	1	1	7	5	8	24	83	82	65	11	9	5
Limited English Proficient Students	NC	46	9401	NC	94	94	NC	456	443	NC	33	40	NC	43	46	NC	22	14	NC	2	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	14	581	37183	93	94	97	526	507	479	NA	4	16	21	18	34	71	75	49	7	2	1
Non-Economically Disadvantaged	89	2305	42318	93	98	99	531	527	513	2	2	5	6	9	17	82	79	70	10	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	2928	80000	100	99	99	588	588	564	3	1	3	8	5	11	66	75	75	23	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1439	39288	100	99	99	618	601	579	NA	1	2	2	2	6	62	73	77	36	25	16
Male	61	1489	40644	100	99	98	564	575	549	5	2	4	13	8	15	69	77	74	13	13	7
African American	NC	144	4307	NC	100	99	NC	577	551	NC	1	4	NC	6	13	NC	79	75	NC	13	7
Hispanic	14	499	32672	100	97	99	554	579	548	7	2	4	21	5	14	57	79	76	14	13	6
Asian/Pacific Islander	NC	121	1945	NC	100	99	NC	605	592	NC	NA	1	NC	4	4	NC	69	69	NC	27	25
American Indian/Alaskan Native	NC	29	4424	NC	100	97	NC	589	549	NC	NA	3	NC	7	14	NC	79	77	NC	14	5
White	88	2135	36602	100	99	99	593	590	579	2	1	2	6	5	7	68	74	75	24	20	16
Students with Disabilities	16	378	9919	100	93	93	495	532	505	13	6	9	50	25	35	38	66	54	NA	3	2
Students without Disabilities	95	2550	70081	100	100	100	601	596	571	1	1	2	1	2	7	71	76	79	27	21	12
Limited English Proficient Students	NC	48	9571	NC	98	96	NC	527	502	NC	6	10	NC	21	29	NC	71	60	NC	2	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	15	599	37534	100	97	98	577	572	547	NA	2	4	13	8	15	67	81	76	20	9	5
Non-Economically Disadvantaged	96	2329	42466	100	99	100	589	592	578	3	1	2	7	4	7	66	74	75	24	21	16

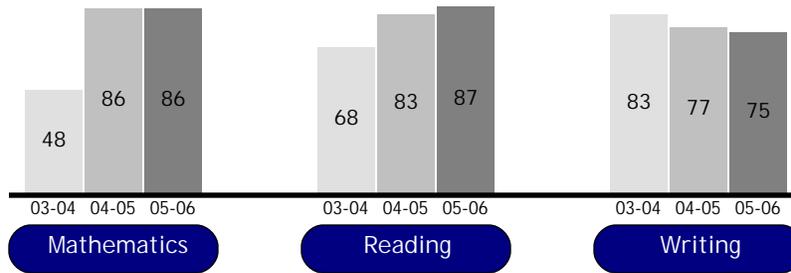
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	77	NA	58	93	61	61	47	88	68	65	46
	Language	97	79	63	50	93	67	60	47	88	75	65	48
	Mathematics	97	91	76	64	93	74	63	50	95	79	65	52
3	Reading	99	67	NA	55	100	63	60	44	87	67	67	46
	Language	99	66	76	61	100	60	57	44	94	59	61	46
	Mathematics	99	60	72	61	100	71	65	51	94	68	68	52
4	Reading	98	66	NA	56	98	56	61	48	97	72	70	52
	Language	98	60	66	52	98	56	60	49	100	68	68	52
	Mathematics	98	75	73	61	98	62	68	53	98	75	73	58
5	Reading	97	69	NA	55	98	63	63	50	91	73	73	56
	Language	97	54	63	49	98	66	62	50	96	67	70	54
	Mathematics	97	72	77	63	98	65	62	49	93	67	67	52
6	Reading	100	71	NA	56	96	70	64	51	90	76	75	56
	Language	100	66	64	48	96	66	62	47	97	67	68	50
	Mathematics	100	81	81	66	97	75	69	52	94	80	75	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)
- 9 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü School/Community Relations
- Ü Facility Improvement
- Ü Student Rewards

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	40.10
Other Professional Staff	5.50	Teacher Aide	28.10

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	5	0	0
4 to 6 years	6	4	0	0
7 to 9 years	0	7	0	0
10 or more years	2	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center/Library
- Ü Band & Strings Facilities
- Ü Project Room

Extracurricular Activities

- Ü Peer Mediators
- Ü CHAMPS
- Ü Student Council
- Ü Chess Club
- Ü Intramurals
- Ü Fun Runs
- Ü Choir
- Ü Oceanography Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Before and After School Care Available
- Ü Crisis Intervention
- Ü Social Worker
- Ü Psychologist

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Partnership with the Gilbert High School teacher prep. program, Chandler Gilbert Community College and ASU East teacher certification programs to place future teachers into classrooms to assist teachers and students and to gain valuable experience.

- ü We have instituted a tutoring program that last year helped 94% of the students who took part increase their AIMS Performance Level by at least one category.

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	95	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

Following regular teacher directed classroom interventions, a Responsibility Center is used as a positive intervention so that students can do reflective thinking about their actions and the consequences of those actions. The faculty is trained in methods for teaching the Six Pillars of Character Counts. In addition, fire drills and lockdown drills are practiced regularly.

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

1

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

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

Contacts

	Name	Phone Number
School Site Council	Jack Blanchard	(480) 813-1240
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Diane Bowers	(480) 497-3364
School Nutrition Programs	Debbie McCarron	(480) 497-3370
Parent Organization	Janet Pudenz	(480) 813-1240
Student Health/Nurse	Lorie Miller	(480) 558-5131

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

Footnotes

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

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

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

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

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

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

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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.