



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

11455 E. Sunland Ave., Mesa, AZ 85208

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 Performing Plus
2004-05 Performing Plus
2003-04 Performing

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

School Overview

Principal/Administrator : Dr. Susan Meade
Schedule : 07:30 AM to 03:30 PM
Grades : Pre-K-6
Web Address :
Phone Number : (480) 472-4081
Fax Number : (480) 472-4077
E-mail : sameade@mpsaz.org

Mission

The mission of Brinton Elementary School is to cultivate life-long learners who value and who can work together in a variety of situations to solve problems and meet the challenges of living and working together in their ever changing world.

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 Specific goals are written for the areas of reading, writing, and math for each grade level. (2nd-6th) For specific goals please contact the school.
- ü Reading goals in the areas of phoneme segmentation, nonsense word fluency, and word use fluency are written for grades K-1st. For specific goals please contact the school.

Enrollment

October 1, 2005 School Year Student Enrollment : 801
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 140

Instructional Programs

- Ü Accelerated Reader Program
- Ü RISE Reading Program
- Ü Integration of Fine Arts
- Ü After School Activities
- Ü Accelerated Math Program
- Ü Young Learner & Full Day Kindergarten
- Ü On-site Special Education
- Ü Special Education Preschool

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

Brinton Elementary School is responsible for providing instruction to students which will enable them to be successful, providing a safe environment for students to learn and communicating information concerning the students' progress.

Parents

Brinton parents are responsible for providing basic needs for their children, for seeing that they are at school on time and consistently, and providing information to the staff which will assist in the education of every students.

Transportation Policy

Students who live one mile or farther from the school are permitted to ride a district bus to and from school. Transportation is provided to the Special Education students served at Brinton. Brinton currently has seven bus routes.

School Honors

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

Award/Honor	Year
Ü Teachers Honored as District Employees of the Month	2002
Ü First Grade Performance for Mesa's Lions Club	2002
Ü Presentation of Flags to VFW (neighboring the school)	2006
Ü Student of the Month Celebrations	2006

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	109	5547	80010	100	98	99	470	453	447	4	8	10	6	16	18	58	56	53	33	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	2719	38935	100	98	99	469	452	447	4	8	9	7	17	19	56	56	55	33	19	17
Male	55	2828	40974	100	98	98	472	453	448	4	8	11	4	15	18	60	55	52	33	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	28	2182	34545	100	98	99	452	434	432	7	12	14	14	23	24	64	56	53	14	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	66	2783	35142	100	98	99	484	469	465	2	4	5	2	9	11	53	55	56	44	31	28
Students with Disabilities	13	645	10161	100	90	93	447	419	419	15	27	28	NA	30	28	62	36	36	23	7	8
Students without Disabilities	96	4902	69849	100	99	100	473	457	451	2	5	7	6	14	17	57	58	56	34	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	51	3005	39029	100	97	98	451	437	432	6	11	14	10	22	25	71	57	52	14	10	9
Non-Economically Disadvantaged	58	2542	40981	100	99	100	487	472	462	2	4	6	2	9	13	47	54	54	50	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	109	5457	79438	100	97	98	465	457	451	5	7	9	20	21	24	61	60	56	14	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	2686	38775	100	97	99	469	463	457	7	5	7	9	19	22	67	62	58	17	14	13
Male	55	2770	40560	100	96	97	461	452	446	2	8	12	31	23	25	56	58	54	11	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	28	2140	34297	100	96	98	444	437	434	11	11	14	36	31	31	46	54	50	7	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	66	2744	34887	100	97	98	477	475	471	3	3	4	11	13	15	67	65	63	20	19	18
Students with Disabilities	13	557	9588	100	77	88	425	420	416	31	24	30	31	32	32	38	38	34	NA	5	5
Students without Disabilities	96	4900	69850	100	99	100	471	461	456	1	5	7	19	20	23	65	62	59	16	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	51	2946	38685	100	95	97	453	441	435	6	10	14	27	29	32	59	55	50	8	5	5
Non-Economically Disadvantaged	58	2511	40753	100	98	99	476	477	467	3	3	5	14	12	16	64	65	62	19	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	109	5524	79971	100	98	99	416	415	423	6	8	8	50	46	41	43	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	2715	38974	100	98	99	430	429	437	2	5	5	46	40	33	52	53	57	NA	2	4
Male	55	2808	40895	100	97	98	403	402	410	11	11	10	55	53	47	35	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	28	2166	34481	100	97	99	406	399	410	4	12	10	64	53	46	32	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	66	2779	35150	100	98	99	428	429	437	5	5	5	42	41	35	53	52	56	NA	2	5
Students with Disabilities	13	645	10258	100	90	94	374	373	377	8	20	23	85	54	51	8	24	25	NA	1	1
Students without Disabilities	96	4879	69713	100	99	100	422	420	429	6	6	5	46	45	39	48	46	52	NA	2	3
Limited English Proficient Students	NC	865	13985	NC	95	97	NC	371	382	NC	22	18	NC	56	54	NC	22	27	NC	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	51	2986	38994	100	97	98	404	401	409	10	11	10	53	52	47	37	36	41	NA	1	1
Non-Economically Disadvantaged	58	2538	40977	100	99	100	427	432	437	3	4	5	48	40	34	48	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	123	5739	80147	99	98	99	500	498	482	1	6	11	14	13	17	51	48	49	34	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	2849	39281	98	99	99	497	498	483	2	5	9	16	13	17	50	49	50	33	33	24
Male	65	2889	40780	100	98	98	502	497	482	NA	7	12	12	12	17	52	48	48	35	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	32	2106	33494	97	98	99	490	479	466	3	9	15	9	18	23	72	55	49	16	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	100	98	99	504	514	501	NA	4	5	14	8	10	44	44	50	42	44	35
Students with Disabilities	24	657	10295	100	90	92	468	451	443	4	25	33	42	27	26	38	38	33	17	10	8
Students without Disabilities	99	5082	69852	99	99	100	508	503	488	NA	4	7	7	11	16	55	50	51	38	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	46	2944	38371	98	97	97	486	480	465	2	9	15	20	18	23	57	52	49	22	20	13
Non-Economically Disadvantaged	77	2795	41776	100	99	100	508	516	498	NA	3	6	10	7	11	48	45	49	42	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	122	5655	79686	98	97	98	474	478	470	5	7	11	26	21	24	63	61	57	6	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	2823	39163	98	98	99	476	482	475	7	6	9	21	19	22	64	63	60	9	12	10
Male	64	2831	40438	98	96	97	473	474	465	3	9	13	31	22	25	63	60	54	3	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	32	2071	33299	97	96	98	459	458	452	6	12	17	34	30	32	59	54	47	NA	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	71	2959	35914	100	97	98	483	495	489	4	3	5	23	13	15	63	67	67	10	17	14
Students with Disabilities	23	571	9808	96	78	87	441	440	432	9	25	35	57	35	32	30	35	30	4	5	3
Students without Disabilities	99	5084	69878	99	99	100	482	482	475	4	5	8	19	19	23	71	64	61	6	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	45	2879	38095	96	95	97	460	462	452	9	11	17	29	29	32	62	55	48	NA	5	3
Non-Economically Disadvantaged	77	2776	41591	100	98	99	483	495	486	3	3	6	25	13	16	64	67	65	9	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	123	5728	80372	99	98	99	471	476	475	2	3	4	35	31	30	63	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	2841	39452	98	99	99	478	487	488	2	2	3	22	22	22	76	73	72	NA	3	3
Male	65	2887	40836	100	98	98	465	464	464	2	4	6	46	39	37	52	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	32	2102	33608	97	98	99	466	460	462	3	6	6	41	38	36	56	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	100	98	99	475	487	489	NA	2	2	30	24	22	70	72	72	NA	3	3
Students with Disabilities	24	651	10526	100	89	94	435	428	427	8	13	15	67	53	53	25	32	31	NA	2	1
Students without Disabilities	99	5077	69846	99	99	100	479	481	482	NA	2	3	27	28	26	73	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	46	2941	38521	98	97	98	460	462	461	4	5	6	39	38	38	57	56	55	NA	1	1
Non-Economically Disadvantaged	77	2787	41851	100	99	100	477	491	489	NA	1	3	32	23	22	68	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	91	5603	79306	98	98	99	518	518	504	3	9	13	15	15	20	59	50	49	22	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2724	38845	98	98	99	519	518	505	4	8	11	17	16	20	53	51	50	26	26	18
Male	44	2879	40383	98	97	98	518	517	504	2	10	14	14	14	19	66	50	47	18	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	23	2000	32673	96	98	99	522	496	487	NA	14	18	13	22	25	65	52	46	22	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	54	2974	36234	98	98	99	519	535	523	2	4	6	15	9	13	61	49	52	22	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	85	4981	69020	98	99	100	521	523	510	1	6	9	14	14	18	62	52	52	22	28	21
Limited English Proficient Students	NC	601	10291	NC	95	96	NC	462	458	NC	34	38	NC	33	34	NC	31	26	NC	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	34	2874	37437	100	97	97	512	499	486	9	13	19	21	21	26	50	51	46	21	14	9
Non-Economically Disadvantaged	57	2729	41869	97	98	100	522	538	521	NA	4	7	12	9	14	65	49	51	23	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	91	5547	79000	98	97	98	500	496	489	3	7	10	15	20	24	71	62	58	10	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2710	38774	98	98	99	507	501	494	2	5	7	13	19	22	74	63	61	11	12	10
Male	44	2837	40150	98	96	98	492	492	485	5	9	12	18	21	25	68	61	55	9	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	23	1963	32508	96	96	98	510	476	472	NA	12	15	9	31	33	83	53	49	9	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	54	2962	36135	98	97	98	500	513	508	4	3	4	17	12	14	69	69	67	11	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	85	4978	69009	98	99	100	503	500	495	1	5	6	14	19	22	74	65	62	11	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	34	2829	37234	100	96	97	490	478	472	9	11	15	18	29	33	68	55	50	6	4	3
Non-Economically Disadvantaged	57	2718	41766	97	98	99	506	515	505	NA	2	5	14	11	16	74	69	65	12	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	90	5609	79611	97	98	99	500	490	496	1	7	7	43	43	37	56	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2732	39016	98	98	99	507	505	511	2	4	4	30	34	29	68	61	66	NA	1	1
Male	43	2877	40519	96	97	98	492	476	482	NA	9	10	58	51	44	42	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	23	2001	32855	96	98	99	512	470	481	NA	11	10	48	51	43	52	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	54	2984	36380	98	98	99	494	504	511	2	4	4	44	36	30	54	59	65	NA	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	84	4970	68947	97	99	100	503	496	504	1	5	4	40	41	34	58	54	61	NA	0	1
Limited English Proficient Students	NC	599	10362	NC	95	97	NC	415	438	NC	30	22	NC	56	57	NC	14	21	NC	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	33	2874	37626	97	97	98	492	472	479	NA	10	10	58	51	45	42	38	45	NA	1	0
Non-Economically Disadvantaged	57	2735	41985	97	99	100	505	508	511	2	3	4	35	34	30	63	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	76	5505	79327	100	98	98	524	531	518	11	12	19	21	16	20	49	50	46	20	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2626	38961	100	98	98	530	532	520	3	11	16	18	17	20	61	51	48	18	21	16
Male	43	2875	40295	100	98	97	520	531	516	16	13	21	23	16	19	40	48	44	21	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	23	1926	32327	100	98	98	531	510	499	4	18	27	30	23	25	43	49	41	22	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	47	2984	36373	100	99	98	520	549	538	13	7	10	19	11	14	49	51	52	19	31	25
Students with Disabilities	NC	587	9321	NC	89	87	NC	473	467	NC	44	54	NC	23	22	NC	27	21	NC	5	3
Students without Disabilities	67	4918	70006	100	99	100	532	537	524	4	8	14	21	15	19	52	53	49	22	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	31	2687	37097	100	97	97	525	511	498	6	18	27	26	21	25	55	49	41	13	11	7
Non-Economically Disadvantaged	45	2818	42230	100	99	99	524	550	535	13	6	11	18	11	15	44	50	50	24	32	24

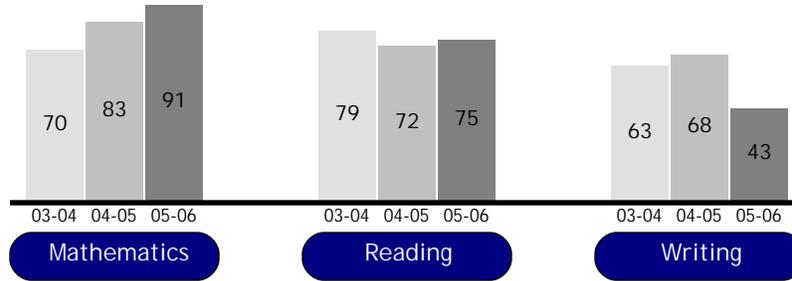
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	5447	79501	100	97	98	503	506	497	5	6	10	21	20	25	71	68	60	3	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2606	39062	100	98	99	513	510	502	3	5	8	6	19	23	85	70	64	6	6	5
Male	43	2837	40368	100	97	98	495	503	491	7	8	13	33	22	27	60	66	57	NA	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	23	1887	32389	100	96	98	500	488	478	4	10	16	17	31	34	78	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	47	2973	36446	100	98	99	506	521	516	4	4	4	23	12	15	68	76	73	4	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	67	4915	70090	100	99	100	509	510	502	1	4	7	18	19	24	78	72	65	3	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	31	2646	37183	100	96	97	505	489	479	6	10	16	16	29	34	74	59	49	3	2	1
Non-Economically Disadvantaged	45	2801	42318	100	98	99	501	522	513	4	3	5	24	12	17	69	76	70	2	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	76	5492	80000	100	98	99	563	565	564	3	3	3	9	10	11	80	77	75	8	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2626	39288	100	98	99	586	580	579	NA	2	2	NA	5	6	94	78	77	6	15	16
Male	43	2862	40644	100	97	98	545	552	549	5	4	4	16	14	15	70	76	74	9	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	23	1917	32672	100	97	99	561	548	548	9	4	4	NA	13	14	83	77	76	9	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	47	2977	36602	100	98	99	567	578	579	NA	2	2	11	8	7	83	77	75	6	14	16
Students with Disabilities	NC	585	9919	NC	88	93	NC	497	505	NC	11	9	NC	34	35	NC	51	54	NC	5	2
Students without Disabilities	67	4907	70081	100	99	100	574	572	571	1	2	2	4	7	7	85	80	79	9	11	12
Limited English Proficient Students	NC	517	9571	NC	93	96	NC	490	502	NC	14	10	NC	29	29	NC	56	60	NC	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	31	2675	37534	100	97	98	557	547	547	6	4	4	6	14	15	81	77	76	6	5	5
Non-Economically Disadvantaged	45	2817	42466	100	99	100	567	582	578	NA	1	2	11	7	7	80	77	75	9	15	16

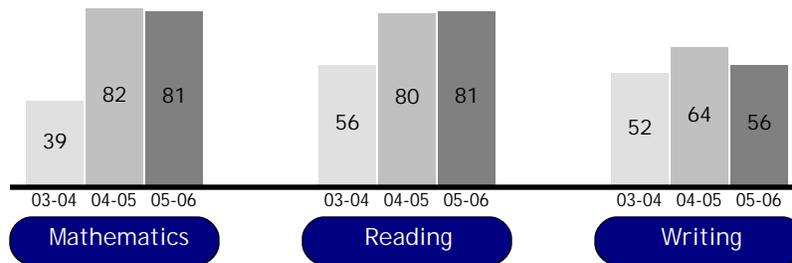
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	56	NA	58	99	51	50	47	100	52	50	46
	Language	95	44	53	50	99	51	49	47	100	52	50	48
	Mathematics	96	58	71	64	100	60	54	50	100	56	56	52
3	Reading	94	47	NA	55	99	46	50	44	100	56	52	46
	Language	95	52	63	61	99	46	49	44	100	52	48	46
	Mathematics	95	59	66	61	99	53	55	51	100	61	56	52
4	Reading	98	58	NA	56	95	58	52	48	99	50	58	52
	Language	98	56	55	52	95	56	52	49	99	54	58	52
	Mathematics	97	61	68	61	98	65	59	53	99	63	67	58
5	Reading	94	51	NA	55	100	55	55	50	98	63	61	56
	Language	100	44	55	49	100	53	55	50	98	65	59	54
	Mathematics	99	61	71	63	98	55	54	49	98	59	59	52
6	Reading	95	60	NA	56	100	54	58	51	100	58	63	56
	Language	96	51	55	48	100	49	54	47	100	50	58	50
	Mathematics	97	71	76	66	98	55	62	52	100	61	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

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

Council Duties

- Ü Student Discipline
- Ü Homework Policies
- Ü Student Safety
- Ü Student Attendance
- Ü School Procedures
- Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	43.00
Other Professional Staff	4.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	5	2	0	0
7 to 9 years	2	3	0	0
10 or more years	3	20	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	45
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 38-station Computer Lab
- Ü Media Center with Mini Computer Lab
- Ü Special Education Preschool

Extracurricular Activities

- Ü After School Sports
- Ü Kids Corner After School Program

Social Services

- Ü Full-time Counselor
- Ü Half-time Psychologist
- Ü Nurse and Health Assistant
- Ü Half-Time Assistant Principal
- Ü Accesible Security/Truant Officer
- Ü Community Volunteers

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü School math goals were met and improvement shown as assessed by District tests, Terranova, and AIMS scores.

ü School reading goals were met and improvement shown as assessed by District tests, Terranova, and AIMS scores.

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	90	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

All visitors must sign-in at the office and wear a visitor sticker. Exterior doors are locked to prevent entrance. Staff has been trained to request identity of adults not wearing name tags. Mesa Police and Fire Departments conduct programs on campus. Monthly fire drills are conducted as well as other safety drills. Procedures and protocol are practiced with staff frequently. Monthly safety checks by facility manager are conducted.

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	Susan Meade	(480) 472-4081
Transportation Policy	Fremont Transportation	(480) 472-8950
Community Resources	Susan Meade	(480) 472-4081
School Nutrition Programs	Jeannie Russo	(480) 472-4979
Parent Organization	Jean Wohlfield, president	(480) 472-4081
Student Health/Nurse	Suzanne Snodderly	(480) 472-4084

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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** Due to booklet size printing, print copies are produced in multiples of 4.