

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2425 S. Pleasant Drive, Chandler, AZ 85248

Chandler 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 Highly Performing
2004-05 Highly Performing
2003-04 N/A

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

School Overview

Principal/Administrator : Mrs. Connie Hull
Schedule : 07:30 AM to 04:30 PM
Grades : Pre-K-6
Web Address : ww2.chandler.k12.az.us
Phone Number : (480) 883-5900
Fax Number : (480) 883-5920
E-mail : hull.connie@chandler.k12.az.us

Mission

The Hancock students, parents and staff are 'blazing a path to the future.' Our mission is to prepare our youngsters to be productive citizens and lifelong learners. All students will be challenged to excel through quality instruction compatible with their learning styles.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 N/A

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will meet or exceed the state standards in mathematics in the following strands: number sense, data analysis, patterns/algebra, geometry/measurement, and structure/logic.
- ü Students will meet or exceed state standards in reading in the following three areas: reading process, comprehending literary text, and comprehending informational text.
- ü Students will increase performance in language arts with a focus on the writing process, application of skills, and self-reflection.
- ü Students will integrate technology, focusing on products that emphasize research and writing skills.

Enrollment

October 1, 2005 School Year Student Enrollment : 859
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 43

Instructional Programs

- Ü Technology Applications
- Ü Critical Thinking Skills
- Ü Band/Orchestra 5-6
- Ü Art Masterpiece/Artist in Residence
- Ü Full-Day Kindergarten
- Ü Tutoring Programs
- Ü General Music/PE
- Ü On-site Special Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Hancock Elementary is committed to providing the following: a quality education for all students; regular communication to parents; positive, motivating classrooms with high expectations; a safe, orderly campus; and a strong partnership between home and school.

Parents

Parents are encouraged to be involved in their child's learning by: ensuring their child attends school regularly and on time; providing homework support; supporting school policies; and communicating regularly with the school and their child.

Transportation Policy

Students living within the square mile of Hancock, walk to school. Students attending under open enrollment are transported by parents. Students living north of Germann are bused to school. Students are expected to follow the Safe Transportation Behavior Rules provided in the student handbook.

School Honors

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

Award/Honor	Year
Ü National Demonstration School	2005
Ü Clean School Award	2005
Ü Apple Achievement Award	2005
Ü Arizona Commission on the Arts Award	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 3

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	97	2484	80010	98	97	99	450	465	447	7	5	10	15	11	18	61	53	53	16	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1199	38935	100	97	99	450	466	447	2	4	9	22	12	19	59	54	55	17	30	17
Male	51	1281	40974	96	96	98	450	465	448	12	6	11	10	11	18	63	52	52	16	31	19
African American	NC	138	4201	NC	97	99	NC	443	430	NC	4	17	NC	26	23	NC	56	51	NC	14	9
Hispanic	22	767	34545	92	96	99	426	441	432	14	12	14	32	20	24	55	54	53	NA	14	9
Asian/Pacific Islander	NC	149	2068	NC	99	99	NC	486	474	NC	NA	4	NC	5	10	NC	47	50	NC	48	36
American Indian/Alaskan Native	NC	33	3979	NC	97	96	NC	452	424	NC	3	17	NC	18	30	NC	64	47	NC	15	6
White	64	1395	35142	100	97	99	457	479	465	6	2	5	9	6	11	63	52	56	22	40	28
Students with Disabilities	NC	312	10161	NC	89	93	NC	436	419	NC	15	28	NC	24	28	NC	47	36	NC	14	8
Students without Disabilities	92	2172	69849	98	98	100	452	469	451	4	4	7	16	10	17	63	54	56	16	33	19
Limited English Proficient Students	NC	205	14013	NC	94	97	NC	413	413	NC	26	24	NC	30	34	NC	39	39	NC	5	3
Migrant Students	NC	10	603	NC	83	96	NC	NA	417	NC	NA	22	NC	NA	32	NC	NA	42	NC	NA	4
Economically Disadvantaged	24	727	39029	96	94	98	436	439	432	13	12	14	29	23	25	46	52	52	13	14	9
Non-Economically Disadvantaged	73	1757	40981	99	98	100	454	476	462	5	2	6	11	7	13	66	53	54	18	38	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	96	2477	79438	97	97	98	463	467	451	3	5	9	17	17	24	69	61	56	11	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1201	38775	100	97	99	469	475	457	NA	3	7	20	14	22	67	61	58	13	21	13
Male	50	1272	40560	94	96	97	457	460	446	6	7	12	14	19	25	70	60	54	10	13	9
African American	NC	137	4178	NC	96	98	NC	452	439	NC	8	13	NC	26	29	NC	55	52	NC	11	6
Hispanic	22	763	34297	92	95	98	427	440	434	9	12	14	27	30	31	64	51	50	NA	6	5
Asian/Pacific Islander	NC	150	2063	NC	99	99	NC	484	475	NC	NA	3	NC	12	15	NC	67	63	NC	21	20
American Indian/Alaskan Native	NC	34	3940	NC	100	95	NC	457	429	NC	3	14	NC	21	36	NC	74	47	NC	3	3
White	63	1391	34887	98	97	98	474	482	471	2	2	4	13	9	15	68	66	63	17	23	18
Students with Disabilities	NC	303	9588	NC	86	88	NC	431	416	NC	18	30	NC	32	32	NC	45	34	NC	5	5
Students without Disabilities	92	2174	69850	98	98	100	465	472	456	1	3	7	17	15	23	70	63	59	12	19	12
Limited English Proficient Students	NC	204	13856	NC	94	96	NC	404	407	NC	31	27	NC	43	43	NC	25	29	NC	1	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	24	727	38685	96	94	97	437	437	435	8	12	14	29	32	32	63	50	50	NA	5	5
Non-Economically Disadvantaged	72	1750	40753	97	98	99	471	480	467	1	2	5	13	11	16	71	65	62	15	22	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	96	2518	79971	97	98	99	439	444	423	3	4	8	30	27	41	65	65	49	2	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1214	38974	100	98	99	444	457	437	4	3	5	24	20	33	72	72	57	NA	6	4
Male	50	1300	40895	94	98	98	434	432	410	2	5	10	36	34	47	58	58	41	4	3	2
African American	NC	140	4203	NC	99	99	NC	436	411	NC	5	11	NC	31	45	NC	62	43	NC	1	2
Hispanic	22	776	34481	92	97	99	426	424	410	5	7	10	23	36	46	73	55	43	NA	2	1
Asian/Pacific Islander	NC	150	2067	NC	99	99	NC	471	449	NC	1	4	NC	18	28	NC	71	60	NC	10	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	431	409	NC	6	10	NC	34	47	NC	60	42	NC	NA	1
White	63	1415	35150	98	99	99	439	453	437	3	2	5	33	22	35	62	70	56	2	5	5
Students with Disabilities	NC	339	10258	NC	96	94	NC	406	377	NC	12	23	NC	47	51	NC	40	25	NC	1	1
Students without Disabilities	91	2179	69713	97	98	100	442	450	429	3	3	5	27	24	39	67	69	52	2	5	3
Limited English Proficient Students	NC	206	13985	NC	94	97	NC	383	382	NC	19	18	NC	45	54	NC	35	27	NC	1	0
Migrant Students	NC	10	608	NC	83	97	NC	NA	389	NC	NA	16	NC	NA	50	NC	NA	33	NC	NA	0
Economically Disadvantaged	24	738	38994	96	95	98	422	420	409	4	8	10	38	39	47	58	51	41	NA	2	1
Non-Economically Disadvantaged	72	1780	40977	97	100	100	444	454	437	3	3	5	28	22	34	67	71	56	3	5	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	103	2509	80147	98	98	99	519	508	482	1	5	11	5	10	17	47	45	49	48	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1186	39281	98	98	99	528	509	483	NA	4	9	6	9	17	38	44	50	56	43	24
Male	51	1320	40780	98	97	98	510	506	482	2	6	12	4	10	17	55	46	48	39	38	24
African American	NC	129	4249	NC	94	99	NC	480	464	NC	9	17	NC	16	22	NC	54	48	NC	21	13
Hispanic	33	756	33494	94	98	99	485	482	466	3	10	15	12	19	23	67	48	49	18	23	14
Asian/Pacific Islander	NC	148	2103	NC	100	99	NC	538	515	NC	1	4	NC	2	8	NC	33	44	NC	64	45
American Indian/Alaskan Native	--	23	4117	--	96	96	--	471	456	--	17	19	--	13	27	--	52	46	--	17	8
White	58	1453	36122	100	97	99	539	521	501	NA	2	5	2	5	10	36	44	50	62	50	35
Students with Disabilities	12	335	10295	80	89	92	514	469	443	NA	17	33	8	22	26	33	45	33	58	16	8
Students without Disabilities	91	2174	69852	100	99	100	520	513	488	1	3	7	4	8	16	48	45	51	46	45	26
Limited English Proficient Students	11	201	12722	92	98	97	467	442	441	NA	26	27	18	32	33	82	38	37	NA	3	3
Migrant Students	NC	15	622	NC	100	97	NC	439	454	NC	33	19	NC	33	30	NC	20	43	NC	13	8
Economically Disadvantaged	25	689	38371	93	96	97	471	475	465	4	11	15	16	20	23	72	52	49	8	17	13
Non-Economically Disadvantaged	78	1820	41776	100	98	100	535	520	498	NA	2	6	1	5	11	38	42	49	60	50	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	103	2503	79686	98	97	98	484	486	470	5	7	11	20	16	24	63	64	57	12	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1183	39163	98	98	99	490	492	475	4	5	9	19	14	22	63	66	60	13	15	10
Male	51	1317	40438	98	97	97	478	480	465	6	8	13	22	18	25	63	62	54	10	11	7
African American	NC	128	4228	NC	93	98	NC	467	458	NC	7	15	NC	28	28	NC	59	53	NC	6	4
Hispanic	33	752	33299	94	98	98	449	459	452	15	16	17	45	27	32	39	52	47	NA	5	3
Asian/Pacific Islander	NC	148	2097	NC	100	99	NC	502	490	NC	2	5	NC	6	13	NC	74	68	NC	18	14
American Indian/Alaskan Native	--	23	4087	--	96	96	--	445	446	--	9	16	--	52	38	--	39	44	--	NA	2
White	58	1452	35914	100	97	98	504	500	489	NA	2	5	9	10	15	72	70	67	19	18	14
Students with Disabilities	12	330	9808	80	88	87	475	447	432	8	22	35	25	30	32	58	41	30	8	6	3
Students without Disabilities	91	2173	69878	100	99	100	485	491	475	4	4	8	20	14	23	64	68	61	12	14	9
Limited English Proficient Students	11	197	12594	92	96	96	415	415	422	27	45	34	73	38	45	NA	17	21	NA	NA	0
Migrant Students	NC	15	611	NC	100	95	NC	412	439	NC	47	22	NC	33	39	NC	20	37	NC	NA	2
Economically Disadvantaged	25	685	38095	93	96	97	435	452	452	16	17	17	56	31	32	28	50	48	NA	2	3
Non-Economically Disadvantaged	78	1818	41591	100	98	99	500	498	486	1	3	6	9	10	16	74	70	65	15	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	2539	80372	100	99	99	496	492	475	NA	2	4	20	20	30	78	74	64	2	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1200	39452	100	99	99	501	503	488	NA	2	3	17	13	22	79	80	72	4	5	3
Male	52	1336	40836	100	98	98	491	482	464	NA	3	6	23	27	37	77	68	56	NA	2	1
African American	NC	131	4264	NC	96	99	NC	478	465	NC	2	5	NC	27	35	NC	68	59	NC	2	1
Hispanic	35	763	33608	100	99	99	474	471	462	NA	4	6	40	31	36	60	63	57	NA	1	1
Asian/Pacific Islander	NC	148	2098	NC	100	99	NC	513	500	NC	NA	2	NC	10	16	NC	84	75	NC	6	7
American Indian/Alaskan Native	--	23	4128	--	96	97	--	468	464	--	4	4	--	35	39	--	61	56	--	NA	1
White	58	1474	36213	100	99	99	510	502	489	NA	1	2	9	14	22	90	80	72	2	5	3
Students with Disabilities	14	357	10526	93	95	94	477	455	427	NA	5	15	43	50	53	50	45	31	7	1	1
Students without Disabilities	91	2182	69846	100	99	100	499	497	482	NA	2	3	16	15	26	82	79	69	1	4	2
Limited English Proficient Students	11	203	12747	92	99	97	457	430	432	NA	12	12	64	54	52	36	34	36	NA	NA	0
Migrant Students	NC	15	621	NC	100	97	NC	419	452	NC	13	9	NC	53	40	NC	33	51	NC	NA	0
Economically Disadvantaged	27	696	38521	100	97	98	469	465	461	NA	4	6	48	38	38	52	57	55	NA	1	1
Non-Economically Disadvantaged	78	1843	41851	100	100	100	505	502	489	NA	1	3	10	14	22	87	80	72	3	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	80	2492	79306	93	98	99	530	526	504	4	6	13	9	11	20	59	52	49	29	31	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1246	38845	93	97	99	534	527	505	5	6	11	5	10	20	56	53	50	33	31	18
Male	41	1243	40383	93	98	98	526	525	504	2	7	14	12	12	19	61	51	47	24	30	19
African American	NC	168	4171	NC	98	98	NC	511	485	NC	12	20	NC	18	26	NC	51	44	NC	20	10
Hispanic	15	722	32673	79	98	99	498	502	487	13	11	18	27	20	25	53	53	46	7	15	10
Asian/Pacific Islander	11	172	2147	100	100	99	541	553	539	NA	2	5	9	3	10	45	45	46	45	49	40
American Indian/Alaskan Native	NC	29	4034	NC	91	97	NC	503	479	NC	10	22	NC	24	29	NC	45	43	NC	21	7
White	47	1400	36234	96	97	99	539	537	523	2	3	6	2	6	13	62	53	52	34	38	28
Students with Disabilities	NC	352	10286	NC	88	91	NC	476	462	NC	27	41	NC	28	27	NC	38	27	NC	8	5
Students without Disabilities	73	2140	69020	94	99	100	536	533	510	3	3	9	4	8	18	62	54	52	32	34	21
Limited English Proficient Students	NC	179	10291	NC	97	96	NC	467	458	NC	28	38	NC	34	34	NC	36	26	NC	2	2
Migrant Students	NC	12	630	NC	100	95	NC	509	478	NC	8	24	NC	17	27	NC	75	43	NC	NA	6
Economically Disadvantaged	16	673	37437	84	97	97	488	499	486	13	12	19	31	22	26	50	53	46	6	13	9
Non-Economically Disadvantaged	64	1819	41869	96	98	100	541	536	521	2	4	7	3	7	14	61	52	51	34	37	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	80	2499	79000	93	98	98	508	504	489	3	6	10	11	16	24	74	65	58	13	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1252	38774	93	98	99	517	510	494	NA	4	7	10	13	22	72	68	61	18	15	10
Male	41	1244	40150	93	98	98	500	498	485	5	7	12	12	19	25	76	62	55	7	12	8
African American	NC	170	4153	NC	99	98	NC	495	476	NC	6	13	NC	19	30	NC	67	53	NC	8	4
Hispanic	15	719	32508	79	98	98	479	481	472	13	10	15	27	29	33	47	55	49	13	6	3
Asian/Pacific Islander	11	172	2142	100	100	99	521	517	510	NA	3	4	9	9	14	73	72	67	18	16	16
American Indian/Alaskan Native	NC	30	4016	NC	94	96	NC	489	467	NC	10	14	NC	30	37	NC	53	46	NC	7	2
White	47	1407	36135	96	98	98	515	516	508	NA	3	4	6	10	14	81	69	67	13	17	15
Students with Disabilities	NC	358	9991	NC	90	88	NC	458	449	NC	23	33	NC	40	36	NC	34	29	NC	3	2
Students without Disabilities	73	2141	69009	94	99	100	514	511	495	NA	3	6	8	13	22	78	70	62	14	15	10
Limited English Proficient Students	NC	175	10199	NC	95	95	NC	441	439	NC	31	35	NC	46	47	NC	23	18	NC	1	0
Migrant Students	NC	12	629	NC	100	95	NC	477	457	NC	NA	22	NC	25	41	NC	75	37	NC	NA	1
Economically Disadvantaged	16	672	37234	84	97	97	477	479	472	13	11	15	25	30	33	63	53	50	NA	6	3
Non-Economically Disadvantaged	64	1827	41766	96	98	99	516	513	505	NA	3	5	8	11	16	77	69	65	16	16	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	81	2528	79611	94	99	99	514	514	496	2	4	7	27	24	37	70	71	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1263	39016	93	99	99	537	526	511	NA	3	4	18	17	29	82	79	66	NA	1	1
Male	42	1262	40519	95	99	98	493	503	482	5	5	10	36	31	44	60	63	46	NA	0	0
African American	NC	171	4188	NC	99	98	NC	514	486	NC	4	9	NC	20	40	NC	76	50	NC	NA	0
Hispanic	16	726	32855	84	99	99	489	491	481	NA	7	10	50	37	43	50	55	47	NA	1	0
Asian/Pacific Islander	11	172	2149	100	100	100	523	526	519	9	5	4	NA	15	24	91	78	70	NA	2	2
American Indian/Alaskan Native	NC	32	3992	NC	100	96	NC	495	478	NC	6	10	NC	44	46	NC	50	44	NC	NA	0
White	47	1426	36380	96	99	99	519	525	511	2	2	4	23	19	30	74	78	65	NA	1	1
Students with Disabilities	NC	387	10664	NC	97	94	NC	461	440	NC	14	23	NC	53	54	NC	32	22	NC	1	1
Students without Disabilities	73	2141	68947	94	99	100	521	523	504	3	2	4	22	19	34	75	78	61	NA	1	1
Limited English Proficient Students	NC	175	10362	NC	95	97	NC	437	438	NC	21	22	NC	57	57	NC	22	21	NC	1	NA
Migrant Students	NC	12	636	NC	100	96	NC	487	467	NC	NA	14	NC	58	47	NC	42	38	NC	NA	0
Economically Disadvantaged	16	679	37626	84	98	98	480	489	479	6	8	10	50	39	45	44	53	45	NA	1	0
Non-Economically Disadvantaged	65	1849	41985	97	100	100	523	523	511	2	3	4	22	19	30	77	78	65	NA	1	1

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

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 3

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	98	2387	79327	99	98	98	561	543	518	6	11	19	8	12	20	49	49	46	37	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1181	38961	96	98	98	567	545	520	8	9	16	10	12	20	40	50	48	42	29	16
Male	49	1202	40295	100	97	97	554	541	516	4	12	21	6	12	19	59	49	44	31	27	16
African American	NC	162	4247	NC	98	98	NC	520	499	NC	13	27	NC	22	24	NC	52	41	NC	13	8
Hispanic	26	687	32327	96	98	98	529	510	499	15	22	27	12	21	25	54	45	41	19	12	8
Asian/Pacific Islander	11	160	1939	100	99	99	588	578	556	NA	1	6	NA	4	10	55	46	47	45	49	36
American Indian/Alaskan Native	NC	27	4391	NC	96	96	NC	521	489	NC	19	32	NC	22	27	NC	33	36	NC	26	4
White	54	1351	36373	100	97	98	578	558	538	2	5	10	6	7	14	44	52	52	48	36	25
Students with Disabilities	13	316	9321	93	88	87	502	490	467	23	35	54	31	23	22	38	35	21	8	7	3
Students without Disabilities	85	2071	70006	100	99	100	570	550	524	4	7	14	5	11	19	51	51	49	41	31	18
Limited English Proficient Students	13	185	9431	100	97	95	505	471	466	23	52	53	15	25	27	54	19	18	8	3	1
Migrant Students	NC	10	635	NC	100	94	NC	NA	488	NC	NA	31	NC	NA	29	NC	NA	36	NC	NA	4
Economically Disadvantaged	20	637	37097	100	97	97	507	504	498	25	26	27	15	22	25	50	43	41	10	10	7
Non-Economically Disadvantaged	78	1750	42230	99	98	99	575	556	535	1	5	11	6	9	15	49	52	50	44	35	24

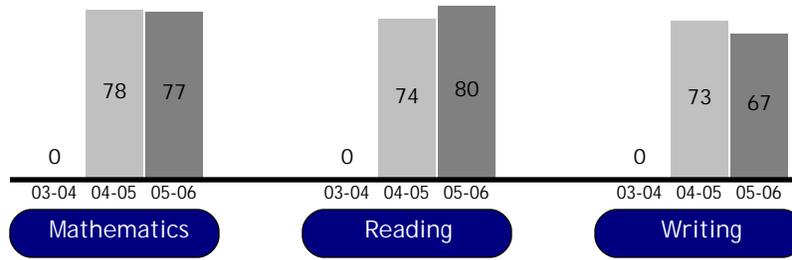
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	2389	79501	99	98	98	512	513	497	5	6	10	17	17	25	74	70	60	3	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1180	39062	96	98	99	512	518	502	6	5	8	17	14	23	75	74	64	2	8	5
Male	49	1205	40368	100	97	98	511	508	491	4	7	13	18	21	27	76	65	57	2	7	3
African American	NC	162	4279	NC	98	99	NC	494	485	NC	9	14	NC	28	30	NC	60	54	NC	2	2
Hispanic	26	684	32389	96	98	98	494	487	478	12	14	16	27	30	34	62	53	48	NA	3	1
Asian/Pacific Islander	11	160	1936	100	99	99	516	531	519	NA	1	3	18	9	14	82	76	73	NA	14	9
American Indian/Alaskan Native	NC	27	4401	NC	96	96	NC	497	473	NC	11	17	NC	26	40	NC	56	43	NC	7	1
White	54	1356	36446	100	98	99	525	526	516	NA	2	4	13	10	15	81	78	73	6	9	7
Students with Disabilities	13	318	9411	93	88	88	479	469	453	15	24	36	38	38	36	46	35	26	NA	3	1
Students without Disabilities	85	2071	70090	100	99	100	517	519	502	4	3	7	14	14	24	79	75	65	4	8	5
Limited English Proficient Students	13	182	9401	100	95	94	463	443	443	23	43	40	54	43	46	23	14	14	NA	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	20	634	37183	100	96	97	472	481	479	20	17	16	40	32	34	40	49	49	NA	2	1
Non-Economically Disadvantaged	78	1755	42318	99	98	99	523	524	513	1	2	5	12	12	17	83	77	70	4	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	99	2426	80000	100	99	99	585	582	564	2	2	3	3	5	11	79	75	75	16	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1192	39288	98	99	99	596	595	579	2	1	2	2	3	6	71	70	77	24	26	16
Male	49	1230	40644	100	99	98	572	569	549	2	3	4	4	7	15	88	80	74	6	10	7
African American	NC	164	4307	NC	99	99	NC	577	551	NC	1	4	NC	7	13	NC	79	75	NC	14	7
Hispanic	26	694	32672	96	99	99	563	557	548	8	4	4	4	11	14	69	76	76	19	9	6
Asian/Pacific Islander	11	160	1945	100	99	99	604	605	592	NA	1	1	NA	1	4	73	67	69	27	31	25
American Indian/Alaskan Native	NC	27	4424	NC	96	97	NC	575	549	NC	NA	3	NC	11	14	NC	67	77	NC	22	5
White	55	1381	36602	100	100	99	592	593	579	NA	1	2	4	2	7	82	75	75	15	21	16
Students with Disabilities	14	346	9919	100	96	93	560	533	505	NA	5	9	14	20	35	86	71	54	NA	4	2
Students without Disabilities	85	2080	70081	100	100	100	589	590	571	2	1	2	1	3	7	78	76	79	19	20	12
Limited English Proficient Students	13	189	9571	100	99	96	521	501	502	15	10	10	NA	30	29	85	60	60	NA	NA	1
Migrant Students	NC	10	654	NC	100	97	NC	NA	534	NC	NA	7	NC	NA	16	NC	NA	74	NC	NA	3
Economically Disadvantaged	20	644	37534	100	98	98	543	552	547	10	4	4	5	13	15	80	77	76	5	7	5
Non-Economically Disadvantaged	79	1782	42466	100	100	100	595	593	578	NA	1	2	3	3	7	78	74	75	19	22	16

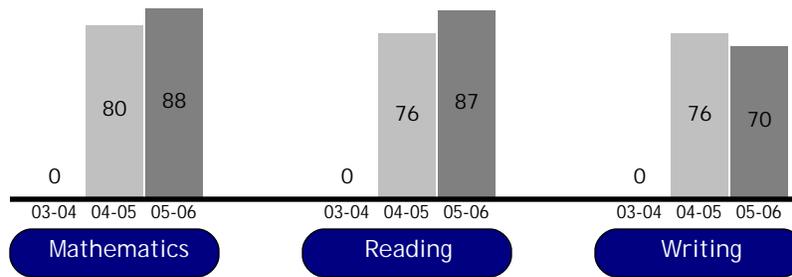
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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	--	--	NA	58	100	55	53	47	96	61	56	46
	Language	--	--	58	50	100	56	52	47	96	67	59	48
	Mathematics	--	--	71	64	100	67	58	50	96	65	65	52
3	Reading	--	--	NA	55	100	51	54	44	97	54	58	46
	Language	--	--	66	61	100	50	52	44	98	54	56	46
	Mathematics	--	--	66	61	100	54	61	51	98	56	63	52
4	Reading	--	--	NA	56	100	58	56	48	98	63	61	52
	Language	--	--	59	52	100	56	56	49	99	63	63	52
	Mathematics	--	--	68	61	100	64	62	53	98	76	72	58
5	Reading	--	--	NA	55	100	52	57	50	94	65	65	56
	Language	--	--	56	49	100	55	58	50	95	65	63	54
	Mathematics	--	--	69	63	100	57	58	49	94	67	65	52
6	Reading	--	--	NA	56	100	59	60	51	99	67	67	56
	Language	--	--	57	48	100	55	55	47	100	59	59	50
	Mathematics	--	--	74	66	100	59	63	52	99	76	72	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Review School Goals
- Ü Establish Goals for Site Improvement
- Ü Plan School Events
- Ü Evaluate Instructional Programs
- Ü Address Safety Issues
- Ü Promote Parent/School Partnerships

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	48.00
Other Professional Staff	2.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	4	1	0
4 to 6 years	8	2	0	0
7 to 9 years	2	6	0	0
10 or more years	5	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	97
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab/Classroom Internet Access
- Ü Media Center with Mini-Computer Lab
- Ü Indoor/Outdoor Performance Centers
- Ü Indoor Basketball/Volleyball Facility

Extracurricular Activities

- Ü Student Council
- Ü Learning Tutorial Groups
- Ü Running Club
- Ü Battle of the Books Club
- Ü Chorus
- Ü Hiking/Outdoors Club
- Ü Cheer Squad/Basketball Team
- Ü Foreign Language Classes

Social Services

- Ü Champions Before/After School Program
- Ü Group Counseling Services
- Ü Parent-Teacher Organization
- Ü Dad's Club
- Ü Breakfast Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students in K-6 have exceeded one year's growth in reading, language, and mathematics as measured by district and norm-referenced tests.

- ü A number of students have experienced success in a variety of academic contests including the district science fair, Geography Bee, band/orchestra district honors, and the Battle of the Books.

- ü Students in each grade level use technology as a tool to supplement their learning.

- ü Student accomplishments also include: Running Club winners, Regional Punt, Pass and Kick Contest, and an excellent showing in our first year in basketball.

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	94	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

Hancock Teachers developed and follow an Emergency Response Plan for any emergency situation which includes staff training. Students experience monthly fire drills and campus lock-downs each semester. Students walk in pairs and are instructed to follow safe procedures. The staff wear badges and visitors sign-in and wear a badge.

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	Connie Hull	(480) 883-5900
Transportation Policy	Sterling Skouson	(480) 812-7275
Community Resources	Sherry Bollard	(480) 883-5906
School Nutrition Programs	Cathy Brown	(480) 812-7240
Parent Organization	Debbie Matthews	(480) 883-5900
Student Health/Nurse	Susan Powell	(480) 883-5902

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."

ACHIEVEMENT PROFILES

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.