

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3900 S. Mountain Road, Mesa, AZ 85212

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mrs. Vicki Hester  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : Pre-K-6  
 Web Address : www.gilbert.k12.az.us  
 Phone Number : (480) 497-4032  
 Fax Number : (480) 497-4039  
 E-mail : vicki\_hester@gilbert.k12.az.us

### Mission

Our mission at Meridian Elementary is to inspire a passion for lifelong learning, cultivate critical thought, promote character development and citizenship, bring the world into the classroom, encourage all of our students to dream big dreams, give them the tools to obtain their goals, build a thriving community, and to develop the imaginative mind. Our motto is: Think, Dream, Learn, Act, Inspire

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	N/A
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 We will improve student achievement in writing using District curriculum, Arizona State Standards, and research-based instructional strategies.
- ü We will improve students' reading skills using the District curriculum and research-based strategies and interventions.
- ü We will improve student achievement in mathematics using the District curriculum and multiple strategies including hands-on experiences, manipulatives, and skill and drill.
- ü We will create an environment of character where children love to learn by integrating the six Character Counts pillars -- Trustworthiness, Responsibility, Respect, Fairness, Caring, and Citizenship -- into their learning and daily interactions.

### Enrollment

October 1, 2005 School Year Student Enrollment : 889  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü Gifted Education
- Ü Special Education Pre-School
- Ü ELL Program
- Ü Autistic Self-Contained K-3
- Ü Integrated Kindergarten
- Ü Band Grades 5-6
- Ü Strings Grades 5-6
- Ü Accelerated Reading

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 7 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We provide an environment of high academic standards and expectations. Exhibiting good character traits is a priority. We provide programs in special education, ELL, gifted education, differentiated instruction, and specialized interventions to help each student meet their goals. We provide regular communication from teachers, the school, and parent groups.

Parents

Parents are encouraged to participate in their child's education by attending school academic and special events. Parents should bring their children to school on-time, in appropriate dress, rested and ready to learn with their homework completed.

Transportation Policy

Many of the students from the adjacent neighborhood walk or bike to school. We have crossing guards at three locations before and after school to help students cross safely. Bus service is provided to students outside a one-mile radius.

School Honors

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

Award/Honor	Year
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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	128	2749	80010	98	98	99	466	475	447	3	4	10	13	9	18	53	50	53	30	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1307	38935	100	99	99	462	474	447	3	4	9	15	8	19	58	51	55	24	37	17
Male	62	1442	40974	97	98	98	471	476	448	3	3	11	11	9	18	48	50	52	37	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	26	460	34545	100	98	99	458	456	432	NA	4	14	27	13	24	58	65	53	15	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	91	2029	35142	98	99	99	471	481	465	2	3	5	11	7	11	49	47	56	37	43	28
Students with Disabilities	15	414	10161	94	93	93	430	440	419	7	16	28	47	27	28	33	39	36	13	18	8
Students without Disabilities	113	2335	69849	99	100	100	471	481	451	3	1	7	9	5	17	56	52	56	33	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	26	583	39029	100	97	98	452	454	432	8	6	14	12	15	25	65	60	52	15	19	9
Non-Economically Disadvantaged	102	2166	40981	98	99	100	470	481	462	2	3	6	14	7	13	50	47	54	34	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	128	2707	79438	98	97	98	471	480	451	4	3	9	13	12	24	68	62	56	15	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1290	38775	100	98	99	475	487	457	3	2	7	9	9	22	73	61	58	15	27	13
Male	62	1417	40560	97	96	97	466	474	446	5	3	12	18	14	25	63	62	54	15	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	26	455	34297	100	97	98	461	464	434	4	5	14	12	16	31	77	69	50	8	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	91	1996	34887	98	97	98	477	485	471	2	2	4	13	10	15	66	61	63	19	27	18
Students with Disabilities	15	373	9588	94	84	88	428	445	416	13	13	30	33	31	32	53	46	34	NA	9	5
Students without Disabilities	113	2334	69850	99	99	100	476	485	456	3	1	7	11	9	23	70	64	59	17	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	26	573	38685	100	96	97	459	461	435	8	5	14	8	20	32	81	65	50	4	11	5
Non-Economically Disadvantaged	102	2134	40753	98	97	99	474	485	467	3	2	5	15	10	16	65	61	62	18	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	129	2749	79971	99	98	99	425	448	423	7	3	8	42	28	41	50	64	49	2	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1307	38974	100	99	99	434	461	437	6	3	5	33	20	33	58	70	57	3	7	4
Male	63	1442	40895	98	98	98	415	436	410	8	4	10	51	35	47	41	58	41	NA	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	26	461	34481	100	98	99	420	436	410	12	4	10	35	33	46	50	61	43	4	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	92	2030	35150	99	99	99	429	451	437	4	3	5	43	26	35	51	66	56	1	5	5
Students with Disabilities	15	412	10258	94	93	94	384	407	377	20	13	23	67	50	51	13	35	25	NA	2	1
Students without Disabilities	114	2337	69713	100	100	100	430	455	429	5	2	5	39	24	39	54	69	52	2	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	26	585	38994	100	98	98	402	430	409	12	5	10	54	39	47	31	53	41	4	2	1
Non-Economically Disadvantaged	103	2164	40977	99	99	100	430	453	437	6	3	5	39	25	34	54	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	104	2846	80147	100	98	99	499	511	482	4	3	11	7	6	17	59	49	49	31	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1386	39281	100	98	99	497	511	483	2	3	9	6	5	17	61	51	50	31	41	24
Male	55	1458	40780	100	98	98	501	511	482	5	3	12	7	8	17	56	48	48	31	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	20	468	33494	100	96	99	481	493	466	10	5	15	NA	12	23	75	56	49	15	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	NC	25	4117	NC	96	96	NC	493	456	NC	8	19	NC	4	27	NC	60	46	NC	28	8
White	74	2074	36122	100	98	99	508	516	501	1	2	5	7	5	10	55	48	50	36	45	35
Students with Disabilities	11	371	10295	100	88	92	469	467	443	18	16	33	27	22	26	45	47	33	9	14	8
Students without Disabilities	93	2475	69852	100	100	100	503	518	488	2	1	7	4	4	16	60	49	51	33	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	30	592	38371	100	96	97	479	490	465	7	6	15	13	13	23	60	56	49	20	25	13
Non-Economically Disadvantaged	74	2254	41776	100	99	100	508	517	498	3	2	6	4	5	11	58	47	49	35	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	104	2812	79686	100	97	98	490	499	470	5	2	11	13	11	24	70	70	57	12	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1376	39163	100	97	99	490	504	475	4	2	9	14	8	22	71	70	60	10	20	10
Male	55	1434	40438	100	96	97	489	494	465	5	2	13	13	13	25	69	70	54	13	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	20	463	33299	100	95	98	479	481	452	10	5	17	5	18	32	80	68	47	5	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	NC	25	4087	NC	96	96	NC	482	446	NC	NA	16	NC	16	38	NC	84	44	NC	NA	2
White	74	2048	35914	100	97	98	496	503	489	1	1	5	16	8	15	68	71	67	15	20	14
Students with Disabilities	11	338	9808	100	80	87	447	467	432	18	9	35	36	30	32	45	53	30	NA	7	3
Students without Disabilities	93	2474	69878	100	100	100	494	503	475	3	1	8	11	8	23	73	73	61	13	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	30	581	38095	100	94	97	471	481	452	7	5	17	27	20	32	60	66	48	7	9	3
Non-Economically Disadvantaged	74	2231	41591	100	98	99	497	503	486	4	1	6	8	8	16	74	71	65	14	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	104	2875	80372	100	99	99	496	497	475	1	2	4	17	16	30	80	77	64	2	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1406	39452	100	99	99	509	508	488	2	1	3	6	12	22	90	81	72	2	7	3
Male	55	1467	40836	100	98	98	484	487	464	NA	3	6	27	21	37	71	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	20	477	33608	100	98	99	491	486	462	NA	3	6	15	18	36	80	77	57	5	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	NC	26	4128	NC	100	97	NC	497	464	NC	NA	4	NC	23	39	NC	73	56	NC	4	1
White	74	2091	36213	100	99	99	498	499	489	1	1	2	16	16	22	81	78	72	1	5	3
Students with Disabilities	11	401	10526	100	95	94	462	452	427	9	7	15	55	45	53	36	47	31	NA	1	1
Students without Disabilities	93	2474	69846	100	100	100	499	504	482	NA	1	3	13	12	26	85	82	69	2	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	30	604	38521	100	98	98	491	479	461	NA	3	6	27	25	38	73	70	55	NA	1	1
Non-Economically Disadvantaged	74	2271	41851	100	99	100	498	502	489	1	1	3	14	14	22	82	79	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	115	2841	79306	100	99	99	515	529	504	5	5	13	18	11	20	49	52	49	28	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1394	38845	100	99	99	513	531	505	5	4	11	22	12	20	43	52	50	30	33	18
Male	41	1446	40383	100	99	98	517	528	504	5	5	14	12	11	19	59	53	47	24	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	20	450	32673	100	99	99	504	509	487	5	7	18	25	17	25	50	59	46	20	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	--	20	4034	--	100	97	--	539	479	--	10	22	--	NA	29	--	45	43	--	45	7
White	86	2116	36234	100	99	99	522	534	523	5	4	6	14	10	13	50	51	52	31	35	28
Students with Disabilities	12	358	10286	100	94	91	470	483	462	33	24	41	33	29	27	25	35	27	8	12	5
Students without Disabilities	103	2483	69020	100	100	100	520	536	510	2	2	9	17	8	18	51	55	52	30	35	21
Limited English Proficient Students	--	73	10291	--	99	96	--	481	458	--	18	38	--	33	34	--	44	26	--	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	26	556	37437	100	97	97	496	505	486	8	10	19	31	18	26	42	55	46	19	16	9
Non-Economically Disadvantaged	89	2285	41869	100	100	100	520	535	521	4	3	7	15	9	14	51	52	51	30	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	115	2799	79000	100	98	98	506	514	489	2	2	10	22	12	24	63	69	58	14	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1385	38774	100	98	99	509	520	494	1	2	7	23	9	22	59	69	61	16	20	10
Male	41	1413	40150	100	97	98	501	509	485	2	3	12	20	14	25	68	69	55	10	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	20	435	32508	100	96	98	497	498	472	NA	4	15	30	19	33	55	69	49	15	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	--	19	4016	--	95	96	--	515	467	--	5	14	--	5	37	--	74	46	--	16	2
White	86	2096	36135	100	98	98	513	519	508	1	2	4	16	10	14	67	69	67	15	19	15
Students with Disabilities	12	315	9991	100	83	88	456	477	449	8	13	33	67	33	36	25	46	29	NA	8	2
Students without Disabilities	103	2484	69009	100	100	100	512	519	495	1	1	6	17	9	22	67	72	62	16	18	10
Limited English Proficient Students	--	72	10199	--	97	95	--	462	439	--	15	35	--	44	47	--	40	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	26	534	37234	100	93	97	492	494	472	NA	4	15	27	21	33	69	68	50	4	7	3
Non-Economically Disadvantaged	89	2265	41766	100	99	99	510	519	505	2	2	5	20	10	16	61	69	65	17	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	115	2841	79611	100	99	99	511	515	496	1	3	7	30	27	37	70	69	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1396	39016	100	99	99	518	531	511	NA	1	4	26	17	29	74	80	66	NA	1	1
Male	41	1444	40519	100	99	98	499	500	482	2	4	10	37	37	44	61	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	20	448	32855	100	99	99	503	501	481	5	5	10	20	32	43	75	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	--	20	3992	--	100	96	--	518	478	--	5	10	--	20	46	--	70	44	--	5	0
White	86	2119	36380	100	99	99	518	519	511	NA	2	4	28	27	30	72	71	65	NA	1	1
Students with Disabilities	12	357	10664	100	94	94	446	460	440	8	13	23	83	57	54	8	29	22	NA	0	1
Students without Disabilities	103	2484	68947	100	100	100	519	523	504	NA	1	4	23	23	34	77	75	61	NA	1	1
Limited English Proficient Students	--	74	10362	--	100	97	--	471	438	--	11	22	--	59	57	--	30	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	26	555	37626	100	97	98	497	494	479	4	6	10	31	38	45	65	55	45	NA	1	0
Non-Economically Disadvantaged	89	2286	41985	100	100	100	515	520	511	NA	2	4	29	25	30	71	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	111	2911	79327	100	98	98	521	548	518	8	7	19	23	10	20	58	56	46	12	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1431	38961	100	98	98	522	548	520	11	6	16	18	9	20	56	57	48	15	28	16
Male	56	1480	40295	100	98	97	520	547	516	5	7	21	27	10	19	59	54	44	9	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	21	493	32327	100	96	98	508	529	499	5	10	27	43	16	25	48	57	41	5	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	--	28	4391	--	97	96	--	539	489	--	4	32	--	11	27	--	68	36	--	18	4
White	80	2129	36373	100	99	98	524	552	538	9	6	10	18	8	14	61	56	52	13	31	25
Students with Disabilities	14	360	9321	100	89	87	479	493	467	36	36	54	29	23	22	36	33	21	NA	8	3
Students without Disabilities	97	2551	70006	100	100	100	527	555	524	4	2	14	22	8	19	61	59	49	13	31	18
Limited English Proficient Students	--	47	9431	--	96	95	--	486	466	--	34	53	--	28	27	--	36	18	--	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	23	588	37097	100	95	97	505	527	498	13	12	27	39	18	25	43	54	41	4	17	7
Non-Economically Disadvantaged	88	2323	42230	100	99	99	525	553	535	7	5	11	18	7	15	61	56	50	14	31	24

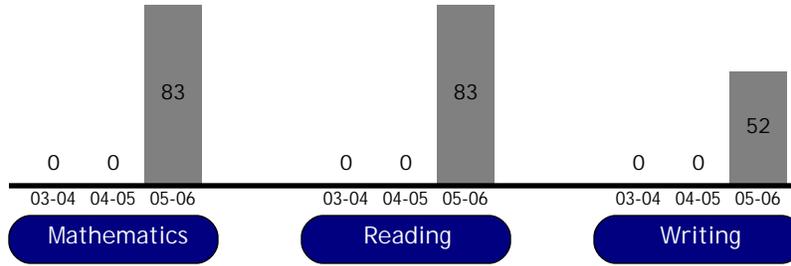
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	2886	79501	100	97	98	508	523	497	5	3	10	14	11	25	78	78	60	3	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1426	39062	100	98	99	512	527	502	2	2	8	13	8	23	82	80	64	4	10	5
Male	56	1460	40368	100	97	98	504	518	491	7	3	13	16	13	27	75	77	57	2	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	21	489	32389	100	96	98	509	509	478	NA	5	16	14	18	34	81	73	48	5	4	1
Asian/Pacific Islander	NC	119	1936	NC	98	99	NC	531	519	NC	2	3	NC	8	14	NC	78	73	NC	13	9
American Indian/Alaskan Native	--	28	4401	--	97	96	--	518	473	--	4	17	--	4	40	--	86	43	--	7	1
White	80	2109	36446	100	98	99	509	526	516	6	2	4	13	9	15	79	80	73	3	9	7
Students with Disabilities	14	335	9411	100	83	88	468	480	453	29	16	36	21	35	36	50	48	26	NA	1	1
Students without Disabilities	97	2551	70090	100	100	100	514	528	502	1	1	7	13	8	24	82	82	65	3	9	5
Limited English Proficient Students	--	46	9401	--	94	94	--	456	443	--	33	40	--	43	46	--	22	14	--	2	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	23	581	37183	100	94	97	499	507	479	9	4	16	13	18	34	74	75	49	4	2	1
Non-Economically Disadvantaged	88	2305	42318	100	98	99	510	527	513	3	2	5	15	9	17	80	79	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	111	2928	80000	100	99	99	582	588	564	1	1	3	2	5	11	86	75	75	12	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1439	39288	100	99	99	598	601	579	NA	1	2	NA	2	6	84	73	77	16	25	16
Male	56	1489	40644	100	99	98	567	575	549	2	2	4	4	8	15	88	77	74	7	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	21	499	32672	100	97	99	584	579	548	NA	2	4	NA	5	14	95	79	76	5	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	--	29	4424	--	100	97	--	589	549	--	NA	3	--	7	14	--	79	77	--	14	5
White	80	2135	36602	100	99	99	581	590	579	1	1	2	3	5	7	81	74	75	15	20	16
Students with Disabilities	14	378	9919	100	93	93	547	532	505	NA	6	9	14	25	35	79	66	54	7	3	2
Students without Disabilities	97	2550	70081	100	100	100	587	596	571	1	1	2	NA	2	7	87	76	79	12	21	12
Limited English Proficient Students	--	48	9571	--	98	96	--	527	502	--	6	10	--	21	29	--	71	60	--	2	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	23	599	37534	100	97	98	587	572	547	NA	2	4	4	8	15	91	81	76	4	9	5
Non-Economically Disadvantaged	88	2329	42466	100	99	100	581	592	578	1	1	2	1	4	7	84	74	75	14	21	16

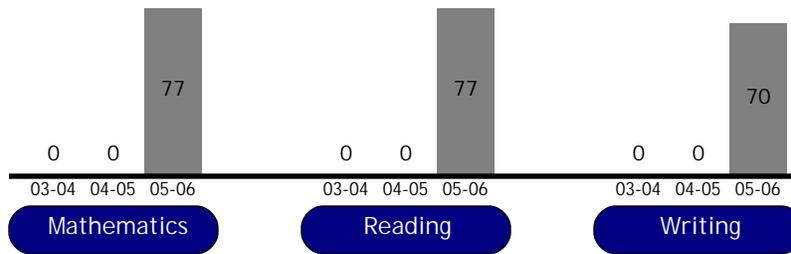
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	--	--	NA	58	--	--	61	47	95	52	65	46
	Language	--	--	63	50	--	--	60	47	95	50	65	48
	Mathematics	--	--	76	64	--	--	63	50	95	52	65	52
3	Reading	--	--	NA	55	--	--	60	44	98	59	67	46
	Language	--	--	76	61	--	--	57	44	98	56	61	46
	Mathematics	--	--	72	61	--	--	65	51	98	65	68	52
4	Reading	--	--	NA	56	--	--	61	48	100	63	70	52
	Language	--	--	66	52	--	--	60	49	100	67	68	52
	Mathematics	--	--	73	61	--	--	68	53	100	68	73	58
5	Reading	--	--	NA	55	--	--	63	50	100	67	73	56
	Language	--	--	63	49	--	--	62	50	100	65	70	54
	Mathematics	--	--	77	63	--	--	62	49	100	61	67	52
6	Reading	--	--	NA	56	--	--	64	51	100	59	75	56
	Language	--	--	64	48	--	--	62	47	100	54	68	50
	Mathematics	--	--	81	66	--	--	69	52	100	59	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/](http://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)
- 8 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü School Improvement
- ü School Safety
- ü Extra-Curricular

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	47.00
Other Professional Staff	1.50	Teacher Aide	14.40

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	26	1	0	0
4 to 6 years	8	5	0	0
7 to 9 years	8	3	0	0
10 or more years	0	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	47
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 Labs
- ü Media Room
- ü Rock Climbing Wall
- ü Video/Computer Technology in classrooms

Extracurricular Activities

- ü Student Council
- ü Chess Club
- ü Mural Club

Social Services

- ü district social worker on call

ü We are a new school this year.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	96	89	88	73
Graduation Rate <sup>6</sup>	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

We are dedicated to providing a safe and healthy academic learning environment. We are a Character Counts school. Students are provided with district, school, and classroom rules and informed of our expectations. A social worker is available to students in need.

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	Vicki Hester	(480) 497-4032
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	DeAnn Royster	(480) 854-1545
School Nutrition Programs	Deb McCarron	(480) 497-3370
Parent Organization	Marlow Jensen	(480) 497-4032
Student Health/Nurse	Lori Miller	(480) 497-4032

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](http://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](http://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](http://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.