

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

415 North Westwood Road, Mesa, AZ 85201

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)

2003-04	Performing
2002-03	Performing
2001-02	Improving

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

School Overview

Principal/Administrator : Mr. Mark Bankhead
 Schedule : 7:30 AM to 4:00 PM
 Grades : K-6
 2004 Enrollment : 984
 Web Address : www.mpsaz.org/emerson/
 Phone Number : (480) 472-4700
 Fax Number : (480) 472-4744
 E-mail : mjbankhe@mpsaz.org

Mission

Emerson is a traditional neighborhood school. We service a diverse community where great people come together to provide high quality education and a welcome atmosphere. Our school wide 'Make Your Day' program promotes citizenship and personal responsibility.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School / Academic Goals

- Emerson's goal is for students to be challenged and show growth. Teachers' goals are to increase students' scores by 1% from previous years' scores in reading, math, and writing. Progress will be measured by AIMS & District-Wide Assessment Program
- Individual grade-level goals are listed below. First grade reading and math scores will be measured by District Criterion-Referenced Tests. Students' writing will be assessed by District Writing Samples. These scores will show at least a 1% growth.

Enrollment

October 1, 2003 School Year Student Enrollment : 974
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 63

Instructional Programs

- Ü Accelerated Reader Program
- Ü Hands-on Science
- Ü Title I (Classroom Instructional Aides)
- Ü Imac Computer Lab
- Ü Compass Learning Lab
- Ü Excel Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/14/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Emerson seeks to provide a physically and emotionally safe environment to promote high levels of student achievement. We also provide communication between home and school through newsletters, PTO, Site Council, phone calls and parent conferences. On-site translators and a community liaison are also available during normal school hours to assist parents with special needs.

Parents

Parents are expected to attend conferences, school activities, read newsletters and other important material brought home by their child, to review homework daily, encourage good attendance, and ensure that students arrive and leave school on time.

Transportation Policy

Emerson is a 100% walking school. This means that none of our students ride a bus to school unless they are in self-contained special education classes and require transportation as per their IEP. Busing is not provided for open enrollment students.

School Honors

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

Award/Honor	Year
Ü Widely Recognized Bell Choir	
Ü Award Winning Band and Orchestra	
Ü Rodell Teacher of the Year	2004
Ü Walmart Teacher of the Year	2003

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	119	5651	75509	100	98	100	522	532	521	5	9	13	34	19	23	29	33	33	31	39	31
All Students (Prior Year)	115	5599	75372	93	98	100	536	536	523	4	5	9	16	18	25	36	38	36	44	39	30
Female	58	2784	37013	100	98	100	525	534	522	4	9	12	35	19	24	28	34	33	33	39	31
Male	61	2859	38430	100	98	99	519	531	521	6	10	14	34	19	22	30	32	33	30	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	71	1862	30486	100	99	99	507	515	505	7	13	18	37	25	29	33	35	32	22	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	33	3216	35192	100	98	99	546	544	534	0	6	8	31	15	19	25	32	35	44	46	39
Students with Disabilities	16	599	9708	100	100	100	491	484	489	40	35	32	40	28	27	0	21	24	20	15	17
Students without Disabilities	103	5052	65801	100	98	98	524	537	525	3	7	11	34	18	23	31	34	34	32	41	33
Limited English Proficient Students	41	1053	16928	100	100	100	510	506	485	4	17	29	37	27	33	37	33	26	22	22	12
Migrant Students	NC	37	750				NC	522	499	NC	3	21	NC	20	29	NC	40	30	NC	37	20
Economically Disadvantaged	94	2909	36411				517	514	503	7	14	19	38	24	29	28	34	32	28	27	20
Non-Economically Disadvantaged	25	2742	39040				543	550	534	0	5	8	20	14	19	35	32	34	45	50	39

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	119	5641	75492	100	98	100	506	522	519	20	11	12	25	14	16	41	48	47	14	27	24
All Students (Prior Year)	119	5584	75221	97	98	100	523	528	523	10	5	8	16	12	16	50	59	56	24	23	21
Female	58	2785	37014	100	98	100	507	526	523	23	9	10	15	13	15	45	49	48	17	29	27
Male	61	2850	38400	100	98	99	505	518	516	17	13	14	36	16	17	36	48	47	11	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	71	1851	30438	100	98	99	495	509	508	22	17	17	31	20	21	43	49	47	3	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	33	3215	35177	100	98	99	533	530	528	6	7	8	15	11	13	42	48	49	36	34	31
Students with Disabilities	16	589	9707	100	98	100	456	487	495	87	43	33	0	18	21	13	30	33	0	9	13
Students without Disabilities	103	5052	65785	100	98	98	514	525	522	9	7	10	30	14	16	45	50	49	16	28	26
Limited English Proficient Students	41	1047	16905	100	100	100	494	499	489	24	25	34	28	24	28	45	40	32	3	11	6
Migrant Students	NC	37	763				NC	506	499	NC	17	21	NC	23	30	NC	50	40	NC	10	8
Economically Disadvantaged	94	2904	36302				501	510	507	20	16	18	30	19	21	42	49	46	9	15	14
Non-Economically Disadvantaged	25	2737	39164				522	534	528	20	5	8	12	10	13	36	48	48	32	37	31

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	119	5611	75053	100	98	99	540	578	597	13	10	7	15	14	12	71	68	72	2	7	9
All Students (Prior Year)	117	5503	73654	95	97	99	532	530	530	5	7	9	11	12	13	77	77	70	7	5	7
Female	58	2774	36872	100	98	99	559	604	621	10	6	5	10	11	9	76	73	74	4	10	12
Male	61	2831	38109	100	97	99	521	552	573	15	14	10	19	17	14	65	64	69	0	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	71	1847	30235	100	98	98	526	541	575	12	14	9	19	17	14	67	66	70	2	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	33	3193	35028	100	97	99	592	599	613	3	8	6	6	12	10	88	70	73	3	10	11
Students with Disabilities	16	588	9625	100	98	100	434	489	530	50	33	21	25	23	21	25	42	55	0	2	4
Students without Disabilities	103	5023	65428	100	98	98	554	587	604	8	8	6	13	13	11	77	71	73	2	8	10
Limited English Proficient Students	41	1044	16765	100	100	100	511	524	525	10	16	17	17	20	20	72	63	60	0	1	2
Migrant Students	NC	36	752				NC	560	562	NC	7	9	NC	14	18	NC	76	68	NC	3	5
Economically Disadvantaged	94	2890	36077				528	542	566	14	14	10	16	17	16	68	65	69	1	3	5
Non-Economically Disadvantaged	25	2721	38950				577	613	618	8	6	5	8	11	9	79	71	73	4	12	12

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	135	5809	76019	100	99	100	497	514	499	14	9	14	45	34	39	12	13	14	30	44	33
All Students (Prior Year)	116	5726	76230	97	98	100	507	517	498	12	6	12	35	31	38	6	13	12	48	50	37
Female	64	2821	37207	98	99	100	499	514	499	20	8	12	41	35	41	2	13	14	37	44	33
Male	71	2979	38677	100	99	100	496	515	498	8	11	15	48	32	38	20	13	13	23	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	71	1790	29458	99	99	100	484	490	480	16	15	20	52	48	48	14	11	12	18	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	50	3386	35880	100	98	100	518	529	515	10	5	7	33	26	32	10	14	16	46	55	45
Students with Disabilities	18	619	9786	100	100	100	454	460	457	27	40	39	73	39	40	0	7	7	0	14	13
Students without Disabilities	117	5190	66233	100	98	99	502	519	503	12	6	11	42	33	39	13	14	14	33	47	35
Limited English Proficient Students	49	972	15206	100	100	100	469	477	459	26	20	31	56	53	53	6	10	7	12	17	9
Migrant Students	NC	31	745				NC	475	473	NC	27	22	NC	35	53	NC	23	11	NC	15	15
Economically Disadvantaged	107	2753	35714				485	493	480	17	15	20	49	44	47	13	12	12	21	29	20
Non-Economically Disadvantaged	28	3056	40266				542	531	513	0	5	9	31	25	33	8	14	15	62	56	43

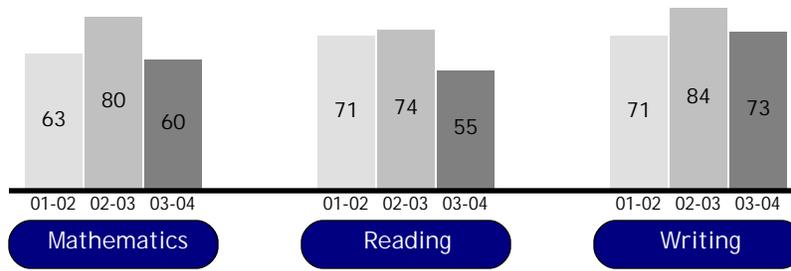
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	5803	76020	100	99	100	500	507	503	36	20	25	28	22	23	28	43	40	8	16	12
All Students (Prior Year)	116	5721	76202	97	98	100	505	510	505	13	11	19	31	21	24	46	53	46	11	14	11
Female	64	2820	37213	98	99	100	502	508	504	26	17	22	33	21	23	33	46	42	7	16	13
Male	70	2973	38666	100	99	100	498	505	501	44	22	29	22	22	22	24	41	38	10	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	70	1784	29442	97	99	99	495	496	494	47	33	37	22	26	26	26	34	31	5	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	50	3386	35890	100	98	100	508	513	511	21	12	15	31	19	20	35	48	48	13	21	18
Students with Disabilities	18	617	9784	100	100	100	466	487	485	79	57	58	21	18	19	0	19	19	0	6	4
Students without Disabilities	116	5186	66236	100	98	99	504	509	504	30	16	23	28	22	23	32	45	42	9	17	13
Limited English Proficient Students	48	967	15198	100	100	100	486	490	483	61	43	59	17	28	25	19	25	14	3	4	1
Migrant Students	NC	31	743				NC	501	488	NC	54	50	NC	15	28	NC	23	19	NC	8	3
Economically Disadvantaged	106	2745	35703				492	497	494	45	31	37	24	26	26	26	36	31	5	8	6
Non-Economically Disadvantaged	28	3058	40274				524	514	509	7	11	17	39	18	20	36	49	47	18	21	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	132	5771	75673	99	98	100	491	530	530	19	15	12	37	25	25	42	56	58	3	5	4
All Students (Prior Year)	117	5622	74692	98	96	99	497	510	502	18	12	18	29	26	27	50	53	47	3	9	8
Female	62	2805	37099	95	98	100	499	549	548	19	10	8	36	22	22	42	62	64	4	6	6
Male	70	2956	38441	100	98	99	484	511	513	19	19	16	37	27	29	42	50	52	2	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	70	1776	29305	97	99	99	483	495	507	24	21	16	31	33	31	45	44	51	0	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	50	3366	35760	100	98	99	499	549	550	13	11	9	44	20	21	36	62	64	7	7	6
Students with Disabilities	16	605	9706	89	100	100	392	444	462	78	48	36	22	24	32	0	25	31	0	2	1
Students without Disabilities	116	5166	65967	100	98	99	499	537	536	14	12	10	38	25	25	45	59	60	3	5	5
Limited English Proficient Students	48	961	15115	100	100	100	465	475	471	36	28	26	28	38	38	36	34	35	0	0	1
Migrant Students	NC	31	738				NC	478	488	NC	28	23	NC	32	33	NC	40	43	NC	0	1
Economically Disadvantaged	105	2731	35541				477	500	504	22	20	17	37	31	31	41	47	50	0	2	2
Non-Economically Disadvantaged	27	3040	40091				540	553	550	8	10	9	36	19	21	44	63	64	12	7	6

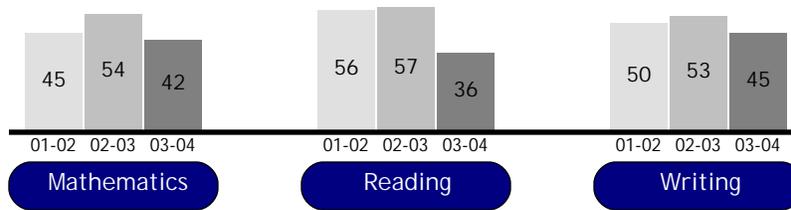
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	28	51	44	89	52	61	50	76	54	NA	58
	Language	97	22	42	39	89	35	49	43	81	34	53	50
	Mathematics	97	31	57	52	93	56	67	57	87	60	71	64
3	Reading	98	29	50	43	96	47	57	47	86	47	NA	55
	Language	96	35	53	50	95	52	61	54	87	53	63	61
	Mathematics	100	36	55	50	95	60	64	54	89	61	66	61
4	Reading	94	39	51	47	93	54	62	52	93	47	NA	56
	Language	92	39	47	45	95	47	54	48	95	46	55	52
	Mathematics	100	46	59	52	98	64	68	57	95	58	68	61
5	Reading	100	34	51	46	86	50	59	50	99	48	NA	55
	Language	100	29	45	43	91	48	53	46	97	44	55	49
	Mathematics	100	44	63	54	93	56	68	57	97	55	71	63
6	Reading	98	46	56	49	93	58	62	53	100	49	NA	56
	Language	96	37	47	42	96	47	53	45	100	40	55	48
	Mathematics	99	60	71	58	98	70	75	62	100	55	76	66

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)
- 0 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety and Student Discipline
- Ü Student Achievement
- Ü Homework Policy
- Ü Citizenship
- Ü School/District Policies
- Ü Parent/Educator Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	54.00
Other Professional Staff	5.00	Teacher Aide	60.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	6	4	0	0
7 to 9 years	0	4	1	0
10 or more years	8	24	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 19
 Core academic classes taught by Highly Qualified (NCLB) teachers. 48
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Special Education Services
- Ü Imac Computer Productivity Lab
- Ü Compass Learning Computer Lab
- Ü Video Production Lab

Extracurricular Activities

- Ü Accelerated Reader Club
- Ü Broadcasting Club
- Ü Cheer Program
- Ü Computer Club
- Ü Football Program

Social Services

- Ü Breakfast/Lunch Programs
- Ü Testing for Special Education Services
- Ü Counseling Services
- Ü Title I Services
- Ü Head Start

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü One of our most gratifying accomplishments is our ESL Parent Classes. The classes run 4 days a week and normal attendance is 25 to 50 parents. We know that community bonding has increased and that the parents involved feel more comfortable at school.
- ü During the 2003-04 school year, students showed excellent gains on AIMS and Stanford 9 standardized tests due to hard work and focus by students, teachers and parents.
- ü Emerson has received many grants and corporate donations thanks to the hard work and dedication of Emerson's great students and staff. These include a Wells Fargo Grant, Shade Structure grant and donated Compass Lab computers.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	7	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	97	98	98	94
Retention Rate ⁹	2	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	62	74
Grades 3-4	76	68
Grades 4-5	62	54
Grades 5-6	69	77

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Administrators, teachers, aides and volunteers provide before, during and after school supervision of students and monitoring of the school grounds. We work with district security and Mesa Police Department to make our school as safe as possible.

Total number of incidents that occurred on the school grounds 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.

Contacts

	Name	Phone Number
School Site Council	Mark Bankhead	(480) 472-4700
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources	Mr. Hector Benitez	(480) 472-0207
School Nutrition Programs	Virginia Prange	(480) 472-4706
Parent Organization	Jenni Leavitt	(480) 472-4700
Student Health/Nurse	Sharon Paap	(480) 472-4714

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 300 Copies = \$114.00

** 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.