

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

948 S Horne, Mesa, AZ 85204

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 LEARNS<sup>1</sup>

#### 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. Kevin J. Mendivil  
 Schedule : 7:15 AM to 4:00 PM  
 Grades : K-6  
 2004 Enrollment : 800  
 Web Address :  
 Phone Number : (480) 472-5600  
 Fax Number : (480) 472-5555  
 E-mail : kjmendiv@mpsaz.org

### Mission

Holmes primary mission for all students is to achieve mastery of essential skills. This learning will be based upon the standards and objectives established by the State of Arizona and the Mesa Unified School District.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	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

- ü Students will improve their scores on the District CRT scores and AIMS tests.
- ü Students will practice math and reading using computer software for Accelerated Math and Reading.
- ü By using DIBELS data in grades K-3 students will be monitored to ensure that they are making adequate progress toward reading milestones.

### Enrollment

October 1, 2003 School Year Student Enrollment : 793  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 110

Instructional Programs

- Traditional Classrooms
- Voyager Reading Program
- Full-Day Kindergarten
- On-site Special Education/SLD Resource

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

We provide a safe environment for learning. Communication with parents is achieved through newsletters, phone calls, conferences, Open House, Curriculum Night and Meet the Teacher Day. Parents participate through Site Council, PAC and volunteering.

Parents

Parents support their child's education by ensuring good attendance, the completion of homework, supporting our uniform policy and respecting school staff. Parents attend parent/teacher conferences and communicate with their child's teacher.

Transportation Policy

Holmes is a walking school because of the boundaries MPS has set. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

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

Award/Honor	Year
• Bicycles for Success	2003
• Mesa Day Parade Float Honors	2001
• State Choral Superior Rating	2001

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	103	5651	75509	100	98	100	502	532	521	16	9	13	34	19	23	33	33	33	18	39	31
All Students (Prior Year)	95	5599	75372	99	98	100	521	536	523	7	5	9	23	18	25	41	38	36	30	39	30
Female	53	2784	37013	100	98	100	509	534	522	11	9	12	32	19	24	36	34	33	21	39	31
Male	50	2859	38430	100	98	99	493	531	521	22	10	14	36	19	22	28	32	33	14	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	80	1862	30486	100	99	99	497	515	505	16	13	18	37	25	29	32	35	32	15	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	11	3216	35192	100	98	99	537	544	534	0	6	8	27	15	19	27	32	35	45	46	39
Students with Disabilities	NC	599	9708	NC	100	100	NC	484	489	NC	35	32	NC	28	27	NC	21	24	NC	15	17
Students without Disabilities	95	5052	65801	100	98	98	503	537	525	15	7	11	33	18	23	33	34	34	19	41	33
Limited English Proficient Students	52	1053	16928	100	100	100	495	506	485	18	17	29	39	27	33	24	33	26	18	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	93	2909	36411				498	514	503	18	14	19	36	24	29	32	34	32	15	27	20
Non-Economically Disadvantaged	10	2742	39040				533	550	534	0	5	8	20	14	19	40	32	34	40	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	103	5641	75492	100	98	100	505	522	519	24	11	12	20	14	16	43	48	47	13	27	24
All Students (Prior Year)	94	5584	75221	98	98	100	516	528	523	10	5	8	16	12	16	64	59	56	10	23	21
Female	53	2785	37014	100	98	100	509	526	523	21	9	10	17	13	15	44	49	48	19	29	27
Male	50	2850	38400	100	98	99	499	518	516	27	13	14	24	16	17	41	48	47	7	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	80	1851	30438	100	98	99	501	509	508	25	17	17	22	20	21	39	49	47	13	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	11	3215	35177	100	98	99	522	530	528	9	7	8	9	11	13	73	48	49	9	34	31
Students with Disabilities	NC	589	9707	NC	98	100	NC	487	495	NC	43	33	NC	18	21	NC	30	33	NC	9	13
Students without Disabilities	95	5052	65785	100	98	98	509	525	522	19	7	10	21	14	16	46	50	49	15	28	26
Limited English Proficient Students	52	1047	16905	100	100	100	496	499	489	32	25	34	29	24	28	24	40	32	16	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	93	2904	36302				502	510	507	27	16	18	22	19	21	39	49	46	13	15	14
Non-Economically Disadvantaged	10	2737	39164				527	534	528	0	5	8	10	10	13	70	48	48	20	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	103	5611	75053	100	98	99	549	578	597	11	10	7	20	14	12	65	68	72	3	7	9
All Students (Prior Year)	94	5503	73654	98	97	99	527	530	530	12	7	9	8	12	13	74	77	70	6	5	7
Female	53	2774	36872	100	98	99	592	604	621	8	6	5	8	11	9	77	73	74	6	10	12
Male	50	2831	38109	100	97	99	498	552	573	15	14	10	34	17	14	51	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	80	1847	30235	100	98	98	544	541	575	12	14	9	19	17	14	64	66	70	4	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	11	3193	35028	100	97	99	542	599	613	9	8	6	18	12	10	73	70	73	0	10	11
Students with Disabilities	NC	588	9625	NC	98	100	NC	489	530	NC	33	21	NC	23	21	NC	42	55	NC	2	4
Students without Disabilities	95	5023	65428	100	98	98	562	587	604	6	8	6	21	13	11	69	71	73	4	8	10
Limited English Proficient Students	52	1044	16765	100	100	100	529	524	525	16	16	17	21	20	20	61	63	60	3	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	93	2890	36077				539	542	566	13	14	10	23	17	16	61	65	69	4	3	5
Non-Economically Disadvantaged	10	2721	38950				621	613	618	0	6	5	0	11	9	100	71	73	0	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	95	5809	76019	100	99	100	468	514	499	23	9	14	55	34	39	10	13	14	13	44	33
All Students (Prior Year)	82	5726	76230	100	98	100	501	517	498	4	6	12	45	31	38	16	13	12	35	50	37
Female	49	2821	37207	100	99	100	467	514	499	21	8	12	57	35	41	10	13	14	12	44	33
Male	46	2979	38677	100	99	100	469	515	498	24	11	15	52	32	38	10	13	13	14	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	74	1790	29458	99	99	100	463	490	480	25	15	20	56	48	48	9	11	12	9	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	12	3386	35880	100	98	100	481	529	515	25	5	7	42	26	32	0	14	16	33	55	45
Students with Disabilities	11	619	9786	100	100	100	434	460	457	56	40	39	33	39	40	0	7	7	11	14	13
Students without Disabilities	84	5190	66233	99	98	99	473	519	503	19	6	11	57	33	39	11	14	14	13	47	35
Limited English Proficient Students	52	972	15206	100	100	100	457	477	459	33	20	31	48	53	53	10	10	7	10	17	9
Migrant Students	NC	31	745				NC	475	473	NC	27	22	NC	35	53	NC	23	11	NC	15	15
Economically Disadvantaged	83	2753	35714				465	493	480	24	15	20	54	44	47	10	12	12	13	29	20
Non-Economically Disadvantaged	12	3056	40266				487	531	513	17	5	9	58	25	33	8	14	15	17	56	43

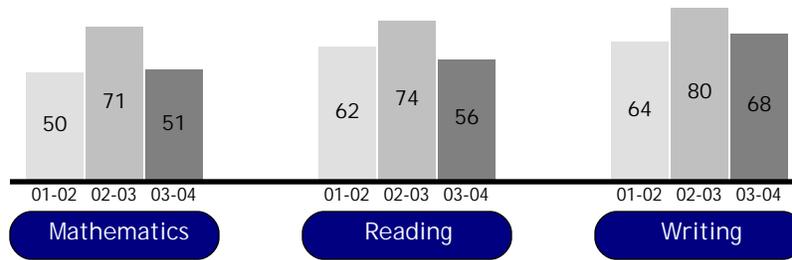
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	5803	76020	100	99	100	489	507	503	48	20	25	25	22	23	24	43	40	4	16	12
All Students (Prior Year)	82	5721	76202	100	98	100	500	510	505	7	11	19	46	21	24	41	53	46	6	14	11
Female	49	2820	37213	100	99	100	488	508	504	52	17	22	19	21	23	26	46	42	2	16	13
Male	46	2973	38666	100	99	100	489	505	501	43	22	29	31	22	22	21	41	38	5	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	74	1784	29442	99	99	99	486	496	494	56	33	37	23	26	26	17	34	31	3	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	12	3386	35890	100	98	100	498	513	511	25	12	15	25	19	20	42	48	48	8	21	18
Students with Disabilities	11	617	9784	100	100	100	479	487	485	67	57	58	11	18	19	22	19	19	0	6	4
Students without Disabilities	84	5186	66236	99	98	99	490	509	504	45	16	23	27	22	23	24	45	42	4	17	13
Limited English Proficient Students	52	967	15198	100	100	100	481	490	483	74	43	59	19	28	25	5	25	14	2	4	1
Migrant Students	NC	31	743				NC	501	488	NC	54	50	NC	15	28	NC	23	19	NC	8	3
Economically Disadvantaged	83	2745	35703				487	497	494	51	31	37	25	26	26	22	36	31	1	8	6
Non-Economically Disadvantaged	12	3058	40274				501	514	509	25	11	17	25	18	20	33	49	47	17	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	95	5771	75673	100	98	100	473	530	530	33	15	12	31	25	25	35	56	58	1	5	4
All Students (Prior Year)	82	5622	74692	100	96	99	489	510	502	19	12	18	37	26	27	43	53	47	2	9	8
Female	49	2805	37099	100	98	100	484	549	548	29	10	8	29	22	22	40	62	64	2	6	6
Male	46	2956	38441	100	98	99	462	511	513	38	19	16	33	27	29	29	50	52	0	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	74	1776	29305	99	99	99	463	495	507	38	21	16	30	33	31	33	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	12	3366	35760	100	98	99	508	549	550	33	11	9	17	20	21	42	62	64	8	7	6
Students with Disabilities	11	605	9706	100	100	100	434	444	462	89	48	36	0	24	32	0	25	31	11	2	1
Students without Disabilities	84	5166	65967	99	98	99	477	537	536	27	12	10	35	25	25	39	59	60	0	5	5
Limited English Proficient Students	52	961	15115	100	100	100	448	475	471	48	28	26	33	38	38	19	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	83	2731	35541				465	500	504	35	20	17	33	31	31	32	47	50	0	2	2
Non-Economically Disadvantaged	12	3040	40091				520	553	550	25	10	9	17	19	21	50	63	64	8	7	6

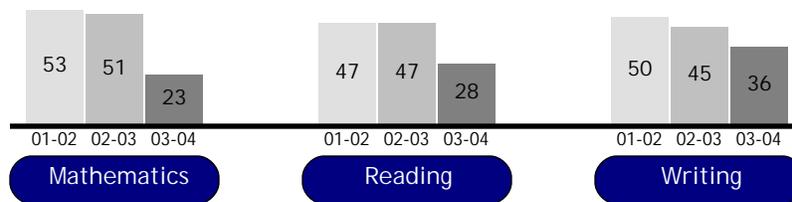
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**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](http://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	99	30	51	44	93	40	61	50	89	50	NA	58
	Language	98	22	42	39	97	32	49	43	97	26	53	50
	Mathematics	100	46	57	52	100	60	67	57	95	49	71	64
3	Reading	99	25	50	43	94	35	57	47	94	38	NA	55
	Language	99	30	53	50	97	46	61	54	99	46	63	61
	Mathematics	100	39	55	50	96	47	64	54	98	48	66	61
4	Reading	100	23	51	47	92	36	62	52	89	41	NA	56
	Language	100	26	47	45	92	34	54	48	98	35	55	52
	Mathematics	100	39	59	52	97	46	68	57	98	41	68	61
5	Reading	97	21	51	46	95	35	59	50	89	32	NA	55
	Language	94	32	45	43	96	31	53	46	100	31	55	49
	Mathematics	100	51	63	54	100	50	68	57	98	43	71	63
6	Reading	100	27	56	49	82	38	62	53	96	42	NA	56
	Language	100	23	47	42	96	26	53	45	100	36	55	48
	Mathematics	100	49	71	58	99	58	75	62	94	60	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

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

Council Duties

- Ü Homework Policies
- Ü Attendance
- Ü Student Discipline
- Ü School Safety Issues
- Ü Uniform Policies
- Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	46.00
Other Professional Staff	4.50	Teacher Aide	20.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	3	2	0	1
7 to 9 years	4	3	0	1
10 or more years	3	20	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	31
Core academic classes taught by Highly Qualified (NCLB) teachers.	69
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü PC Computer Lab
- Ü KHOL Studio

Extracurricular Activities

- Ü Student Council
- Ü After School Sports
- Ü Orchestra, Band and Choral Groups
- Ü Tutoring

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Counseling Program
- Ü Adult English Education
- Ü Headstart

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Holmes students are performing at potential as determined by MPS R&E on district reading and writing testing, and above potential in math.
- ü Holmes School scored 95 percent on the Parent Quality Service Index, which means 95 percent of parents rated us 'A's' or 'B's' which is above average.
- ü Holmes parents voted to adopt a school wide uniform policy. Ballots were sent to Holmes families and over 80 percent of families were in favor of uniforms.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	0	2	2	2
Transfers In <sup>7</sup> (Out of District)	3	10	9	9
Promotion Rate <sup>8</sup>	95	98	98	94
Retention Rate <sup>9</sup>	4	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	55	39
Grades 3-4	75	69
Grades 4-5	61	55
Grades 5-6	77	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

Holmes teaches students procedures for classroom, playground and cafeteria behavior. School staff enforce the school rules with support from the school principal. We enhance opportunities to practice good behavior by providing social skills lessons.

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	Deanna Villanueva-Saucedo	(480) 472-5600
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Cheryl Davis	(480) 472-5640
School Nutrition Programs	Pamela Velazquez	(480) 472-5644
Parent Organization	Deanna Villanueva-Saucedo	(480) 472-5600
Student Health/Nurse	Kristi Johnston	(480) 472-5588

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.

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](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. 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](http://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](http://www.ade.az.gov/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.