



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3220 E Pueblo, 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 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 : Mrs. Brenda Hacker
 Schedule : 7:30 AM to 3:30 PM
 Grades : Pre-K-6
 2004 Enrollment : 650
 Web Address : www.mpsaz.org
 Phone Number : (480) 472-1700
 Fax Number : (480) 472-1699
 E-mail : blhacker@mpsaz.org

Mission

Irving Elementary School is dedicated to providing quality teaching in a positive, safe environment that emphasizes reading, mathematics, writing, creativity, critical thinking skills, technology and the physical/social development that helps prepare students for their future education and ultimately for their roles as citizens in our community and in the world.

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

- Effectively implement a reading, writing and language arts program that utilizes Arizona State Standards to ensure that students acquire the necessary skills to become fluent readers and effective communicators.
- Effectively implement a mathematics program that utilizes Arizona State Standards to provide students with the knowledge and skills to reason, communicate and solve problems mathematically and logically in the classroom and in real-life applications.

Enrollment

October 1, 2003 School Year Student Enrollment : 645
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 55

Instructional Programs

- Ü Comprehensive K - 6 Curriculum
- Ü On-site Special Education
- Ü Gifted Services
- Ü Preschool - Community Education
- Ü Band and Orchestra
- Ü Reading Assistance Program
- Ü Title I Services

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Keep parents informed of and involved with the academic and social progress of children. Provide a positive and safe learning environment. Provide parents with opportunities for school involvement. Select and supervise qualified school personnel.

Parents

Get students to school on time, well fed and appropriately clothed. Attend conferences and parent meetings. Work cooperatively and communicate with the school to support student academic achievement. Read to your children and have your children read to you regularly. Support effort in homework, school activities, etc.

Transportation Policy

Busing is provided for students living more than one mile from their assigned school. 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
Ü Teachers Recognized for United Way Efforts	2001
Ü Teachers Featured on MPS-TV	2000
Ü School Recognized for Achievement in Math Olympiad	2004
Ü School Recognized for Community Service Projects	2004

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	81	5651	75509	100	98	100	532	532	521	12	9	13	21	19	23	28	33	33	40	39	31
All Students (Prior Year)	86	5599	75372	100	98	100	535	536	523	5	5	9	23	18	25	33	38	36	38	39	30
Female	36	2784	37013	100	98	100	538	534	522	12	9	12	18	19	24	29	34	33	41	39	31
Male	45	2859	38430	100	98	99	528	531	521	11	10	14	23	19	22	27	32	33	39	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	21	1862	30486	100	99	99	519	515	505	11	13	18	28	25	29	33	35	32	28	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	48	3216	35192	100	98	99	543	544	534	13	6	8	13	15	19	27	32	35	48	46	39
Students with Disabilities	11	599	9708	100	100	100	481	484	489	36	35	32	27	28	27	27	21	24	9	15	17
Students without Disabilities	70	5052	65801	96	98	98	541	537	525	7	7	11	19	18	23	28	34	34	45	41	33
Limited English Proficient Students	12	1053	16928	100	100	100	502	506	485	22	17	29	11	27	33	56	33	26	11	22	12
Migrant Students	NC	37	750				NC	522	499	NC	3	21	NC	20	29	NC	40	30	NC	37	20
Economically Disadvantaged	42	2909	36411				513	514	503	15	14	19	23	24	29	44	34	32	18	27	20
Non-Economically Disadvantaged	39	2742	39040				551	550	534	8	5	8	18	14	19	13	32	34	62	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	81	5641	75492	100	98	100	512	522	519	15	11	12	18	14	16	49	48	47	18	27	24
All Students (Prior Year)	85	5584	75221	99	98	100	529	528	523	4	5	8	13	12	16	63	59	56	21	23	21
Female	36	2785	37014	100	98	100	515	526	523	15	9	10	18	13	15	47	49	48	21	29	27
Male	45	2850	38400	100	98	99	510	518	516	16	13	14	18	16	17	50	48	47	16	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	21	1851	30438	100	98	99	506	509	508	22	17	17	11	20	21	61	49	47	6	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	48	3215	35177	100	98	99	514	530	528	15	7	8	19	11	13	44	48	49	23	34	31
Students with Disabilities	11	589	9707	100	98	100	475	487	495	55	43	33	27	18	21	18	30	33	0	9	13
Students without Disabilities	70	5052	65785	96	98	98	518	525	522	9	7	10	16	14	16	54	50	49	21	28	26
Limited English Proficient Students	12	1047	16905	100	100	100	493	499	489	33	25	34	0	24	28	67	40	32	0	11	6
Migrant Students	NC	37	763				NC	506	499	NC	17	21	NC	23	30	NC	50	40	NC	10	8
Economically Disadvantaged	42	2904	36302				503	510	507	18	16	18	23	19	21	51	49	46	8	15	14
Non-Economically Disadvantaged	39	2737	39164				522	534	528	13	5	8	13	10	13	46	48	48	28	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	81	5611	75053	100	98	99	567	578	597	13	10	7	15	14	12	63	68	72	9	7	9
All Students (Prior Year)	86	5503	73654	100	97	99	529	530	530	4	7	9	17	12	13	74	77	70	5	5	7
Female	36	2774	36872	100	98	99	623	604	621	3	6	5	9	11	9	74	73	74	15	10	12
Male	45	2831	38109	100	97	99	525	552	573	20	14	10	20	17	14	55	64	69	5	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	21	1847	30235	100	98	98	520	541	575	22	14	9	22	17	14	50	66	70	6	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	48	3193	35028	100	97	99	578	599	613	13	8	6	10	12	10	67	70	73	10	10	11
Students with Disabilities	11	588	9625	100	98	100	492	489	530	27	33	21	18	23	21	55	42	55	0	2	4
Students without Disabilities	70	5023	65428	96	98	98	580	587	604	10	8	6	15	13	11	64	71	73	10	8	10
Limited English Proficient Students	12	1044	16765	100	100	100	538	524	525	22	16	17	22	20	20	56	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	42	2890	36077				532	542	566	18	14	10	21	17	16	56	65	69	5	3	5
Non-Economically Disadvantaged	39	2721	38950				602	613	618	8	6	5	10	11	9	69	71	73	13	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	93	5809	76019	96	99	100	513	514	499	7	9	14	38	34	39	9	13	14	46	44	33
All Students (Prior Year)	87	5726	76230	98	98	100	511	517	498	8	6	12	33	31	38	11	13	12	49	50	37
Female	40	2821	37207	93	99	100	513	514	499	3	8	12	43	35	41	5	13	14	49	44	33
Male	53	2979	38677	98	99	100	512	515	498	10	11	15	34	32	38	12	13	13	44	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	18	1790	29458	100	99	100	508	490	480	8	15	20	46	48	48	8	11	12	38	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	69	3386	35880	95	98	100	517	529	515	6	5	7	34	26	32	9	14	16	51	55	45
Students with Disabilities	16	619	9786	100	100	100	485	460	457	23	40	39	31	39	40	8	7	7	38	14	13
Students without Disabilities	77	5190	66233	93	98	99	518	519	503	4	6	11	39	33	39	9	14	14	47	47	35
Limited English Proficient Students	NC	972	15206	NC	100	100	NC	477	459	NC	20	31	NC	53	53	NC	10	7	NC	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	32	2753	35714				505	493	480	12	15	20	38	44	47	8	12	12	42	29	20
Non-Economically Disadvantaged	61	3056	40266				516	531	513	5	5	9	38	25	33	10	14	15	48	56	43

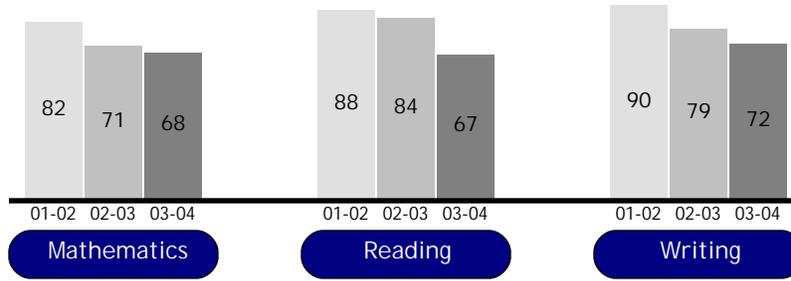
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	5803	76020	95	99	100	504	507	503	13	20	25	33	22	23	44	43	40	10	16	12
All Students (Prior Year)	88	5721	76202	99	98	100	507	510	505	9	11	19	22	21	24	57	53	46	13	14	11
Female	40	2820	37213	93	99	100	509	508	504	11	17	22	24	21	23	51	46	42	14	16	13
Male	52	2973	38666	96	99	100	500	505	501	14	22	29	40	22	22	38	41	38	8	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	17	1784	29442	100	99	99	503	496	494	15	33	37	23	26	26	54	34	31	8	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	69	3386	35890	95	98	100	505	513	511	12	12	15	34	19	20	43	48	48	12	21	18
Students with Disabilities	16	617	9784	100	100	100	490	487	485	38	57	58	38	18	19	15	19	19	8	6	4
Students without Disabilities	76	5186	66236	92	98	99	506	509	504	8	16	23	32	22	23	49	45	42	11	17	13
Limited English Proficient Students	NC	967	15198	NC	100	100	NC	490	483	NC	43	59	NC	28	25	NC	25	14	NC	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	31	2745	35703				501	497	494	19	31	37	27	26	26	38	36	31	15	8	6
Non-Economically Disadvantaged	61	3058	40274				505	514	509	10	11	17	36	18	20	46	49	47	8	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	92	5771	75673	95	98	100	502	530	530	19	15	12	21	25	25	60	56	58	0	5	4
All Students (Prior Year)	85	5622	74692	96	96	99	518	510	502	7	12	18	22	26	27	65	53	47	7	9	8
Female	40	2805	37099	93	98	100	528	549	548	8	10	8	19	22	22	73	62	64	0	6	6
Male	52	2956	38441	96	98	99	483	511	513	27	19	16	22	27	29	51	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	18	1776	29305	100	99	99	537	495	507	8	21	16	23	33	31	69	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	68	3366	35760	93	98	99	494	549	550	22	11	9	18	20	21	60	62	64	0	7	6
Students with Disabilities	16	605	9706	100	100	100	444	444	462	31	48	36	23	24	32	46	25	31	0	2	1
Students without Disabilities	76	5166	65967	92	98	99	512	537	536	16	12	10	21	25	25	63	59	60	0	5	5
Limited English Proficient Students	NC	961	15115	NC	100	100	NC	475	471	NC	28	26	NC	38	38	NC	34	35	NC	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	31	2731	35541				491	500	504	20	20	17	20	31	31	60	47	50	0	2	2
Non-Economically Disadvantaged	61	3040	40091				507	553	550	18	10	9	21	19	21	61	63	64	0	7	6

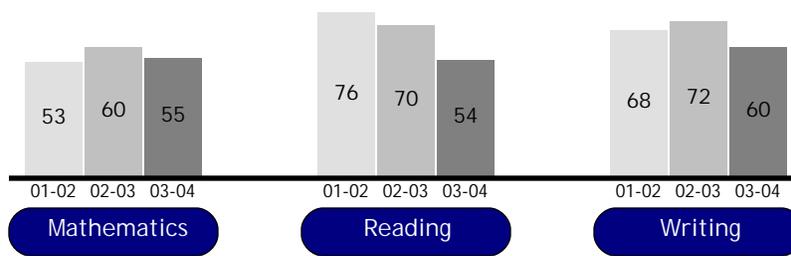
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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	100	62	51	44	97	58	61	50	88	57	NA	58
	Language	99	46	42	39	100	42	49	43	96	35	53	50
	Mathematics	100	61	57	52	99	59	67	57	94	46	71	64
3	Reading	100	56	50	43	89	61	57	47	95	57	NA	55
	Language	100	53	53	50	98	59	61	54	95	61	63	61
	Mathematics	100	66	55	50	91	67	64	54	97	67	66	61
4	Reading	100	56	51	47	88	59	62	52	98	67	NA	56
	Language	100	47	47	45	96	51	54	48	100	59	55	52
	Mathematics	99	67	59	52	94	67	68	57	99	67	68	61
5	Reading	100	44	51	46	87	61	59	50	92	59	NA	55
	Language	100	51	45	43	87	54	53	46	93	56	55	49
	Mathematics	99	62	63	54	95	68	68	57	92	70	71	63
6	Reading	100	57	56	49	91	62	62	53	88	52	NA	56
	Language	100	45	47	42	95	49	53	45	91	47	55	48
	Mathematics	100	73	71	58	97	72	75	62	93	73	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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Discipline
- Ü School Safety Issues
- Ü Attendance
- Ü Homework
- Ü Parent/Educator Relations
- Ü Customer Service

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	5.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	4	1	0	0
7 to 9 years	1	0	0	0
10 or more years	11	25	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	34
Core academic classes taught by Highly Qualified (NCLB) teachers.	93
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Power Mac Lab
- Ü PC Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Community Education
- Ü Intramural Sports
- Ü Community Preschool
- Ü After-School Tutoring

Social Services

- Ü Breakfast Program, Lunch Program
- Ü Community Classes
- Ü Afterschool Program
- Ü Recreational Activities
- Ü Counseling Services

ü Irving exceeded district test goals.

ü Irving exceeded national and state norms on the Stanford 9.

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)	--	2	2	2
Transfers In ⁷ (Out of District)	9	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	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	66	74
Grades 3-4	73	67
Grades 4-5	64	73
Grades 5-6	60	81

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

We emphasize: quality teaching, rules that are enforced, high expectations for good behavior, regular communication with parents, 'RESPECT' program teaches communication with each other, counseling and guidance programs for teaching problem solving and making choices, programs to increase awareness of and to reduce bullying and harassment, and staff commitment for an orderly/safe climate for learning.

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) :

2

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	Brenda Hacker	(480) 472-1701
Transportation Policy	Community Relations	(480) 472-7201
Community Resources	Brenda Hacker	(480) 472-1701
School Nutrition Programs	Peggy Altstock	(480) 472-1715
Parent Organization	Tina Durazo	(480) 472-1701
Student Health/Nurse	Kathy Klamka	(480) 472-1707

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.

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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.