



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

733 N Longmore, 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	Maintaining

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

School Overview

Principal/Administrator : Mr. Chuck Starkey
 Schedule : 7:00 AM to 3:30 PM
 Grades : K-6
 2004 Enrollment : 622
 Web Address :
 Phone Number : (480) 472-4900
 Fax Number : (480) 472-4905
 E-mail : cstarke@mpsaz.org

Mission

Whittier School staff members are committed to offering students comprehensive educational programs that promote mastery of basic skills, encourage students to become successful lifelong learners, and successful and productive citizens.

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

- Classroom and support teachers continually assess student achievement, and instructional practices toward meeting the diverse learning needs of all students. Instruction in all subjects is directed toward mastery of the Arizona Academic Standards.
- Our children must learn to be successful in a modern world of technology. Students begin learning the basic principles of computer use and progress toward application of more advanced programs and the integration of technology with curriculum.

Enrollment

October 1, 2003 School Year Student Enrollment : 652
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 77

Instructional Programs

- ü Reading First - ADE State Grant
- ü Full Day Kindergarten
- ü Accelerated Reading/Math Practice
- ü Limited English Proficient Classrooms

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

We are dedicated to maintaining an effective working partnership between home and school in order to provide the optimum learning experience for all students. Parents are kept informed of student progress, school expectations, and activities through communication from the classroom teacher, support teachers and the school administration.

Parents

Parents support their children by providing a quiet, orderly homework location and by reading with children at home. Parents are encouraged to regularly communicate with teachers and other school staff in order to stay informed about their child's progress.

Transportation Policy

District bus transportation is provided for students who reside at least one mile from their assigned school. Bus transportation is not provided for students who attend the school under the open enrollment policy. Specialized transportation for special education students is determined through a student's individualized education plan.

School Honors

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

Award/Honor	Year
ü Title I National and State Distinguished School Award	1997
ü Best MPS School Site Certified Staff attendance	2003
ü ADE Reading First School	2003
ü Reading Renaissance Model and Master Classroom Status	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	87	5651	75509	100	98	100	521	532	521	13	9	13	24	19	23	33	33	33	30	39	31
All Students (Prior Year)	98	5599	75372	100	98	100	512	536	523	11	5	9	28	18	25	45	38	36	16	39	30
Female	47	2784	37013	100	98	100	519	534	522	12	9	12	27	19	24	34	34	33	27	39	31
Male	40	2859	38430	100	98	99	523	531	521	14	10	14	20	19	22	31	32	33	34	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	45	1862	30486	100	99	99	532	515	505	9	13	18	24	25	29	32	35	32	35	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	11	212	4075	100	98	100	500	504	486	27	19	28	27	28	34	27	31	26	18	23	12
White	25	3216	35192	100	98	99	521	544	534	12	6	8	20	15	19	32	32	35	36	46	39
Students with Disabilities	12	599	9708	100	100	100	473	484	489	20	35	32	60	28	27	20	21	24	0	15	17
Students without Disabilities	75	5052	65801	100	98	98	528	537	525	12	7	11	18	18	23	35	34	34	35	41	33
Limited English Proficient Students	26	1053	16928	100	100	100	527	506	485	7	17	29	20	27	33	47	33	26	27	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	70	2909	36411				518	514	503	15	14	19	22	24	29	36	34	32	27	27	20
Non-Economically Disadvantaged	17	2742	39040				531	550	534	6	5	8	29	14	19	24	32	34	41	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	87	5641	75492	100	98	100	512	522	519	18	11	12	13	14	16	47	48	47	22	27	24
All Students (Prior Year)	98	5584	75221	100	98	100	515	528	523	7	5	8	23	12	16	59	59	56	12	23	21
Female	47	2785	37014	100	98	100	513	526	523	12	9	10	15	13	15	56	49	48	17	29	27
Male	40	2850	38400	100	98	99	512	518	516	24	13	14	11	16	17	38	48	47	27	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	45	1851	30438	100	98	99	511	509	508	14	17	17	14	20	21	56	49	47	17	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	11	212	4081	100	98	100	509	505	498	18	20	25	18	22	26	45	45	40	18	13	8
White	25	3215	35177	100	98	99	517	530	528	20	7	8	12	11	13	36	48	49	32	34	31
Students with Disabilities	12	589	9707	100	98	100	488	487	495	42	43	33	25	18	21	33	30	33	0	9	13
Students without Disabilities	75	5052	65785	100	98	98	517	525	522	14	7	10	11	14	16	50	50	49	26	28	26
Limited English Proficient Students	26	1047	16905	100	100	100	502	499	489	29	25	34	12	24	28	41	40	32	18	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	70	2904	36302				510	510	507	18	16	18	13	19	21	52	49	46	16	15	14
Non-Economically Disadvantaged	17	2737	39164				520	534	528	18	5	8	12	10	13	29	48	48	41	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	86	5611	75053	100	98	99	525	578	597	22	10	7	22	14	12	54	68	72	3	7	9
All Students (Prior Year)	97	5503	73654	100	97	99	517	530	530	12	7	9	22	12	13	64	77	70	2	5	7
Female	47	2774	36872	100	98	99	563	604	621	12	6	5	20	11	9	63	73	74	5	10	12
Male	39	2831	38109	98	97	99	482	552	573	32	14	10	24	17	14	43	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	44	1847	30235	98	98	98	512	541	575	22	14	9	22	17	14	53	66	70	3	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	11	210	4044	100	97	99	589	548	550	27	15	13	9	16	17	55	65	66	9	3	4
White	25	3193	35028	100	97	99	528	599	613	16	8	6	32	12	10	52	70	73	0	10	11
Students with Disabilities	12	588	9625	100	98	100	452	489	530	42	33	21	33	23	21	25	42	55	0	2	4
Students without Disabilities	74	5023	65428	99	98	98	538	587	604	18	8	6	20	13	11	59	71	73	3	8	10
Limited English Proficient Students	25	1044	16765	100	100	100	482	524	525	35	16	17	12	20	20	47	63	60	6	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	69	2890	36077				525	542	566	21	14	10	21	17	16	54	65	69	3	3	5
Non-Economically Disadvantaged	17	2721	38950				525	613	618	24	6	5	24	11	9	53	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	92	5809	76019	100	99	100	509	514	499	11	9	14	39	34	39	10	13	14	40	44	33
All Students (Prior Year)	92	5726	76230	97	98	100	508	517	498	8	6	12	26	31	38	22	13	12	45	50	37
Female	47	2821	37207	100	99	100	512	514	499	5	8	12	39	35	41	12	13	14	44	44	33
Male	45	2979	38677	100	99	100	506	515	498	17	11	15	39	32	38	7	13	13	37	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	37	1790	29458	100	99	100	488	490	480	13	15	20	53	48	48	9	11	12	25	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	35	3386	35880	100	98	100	547	529	515	3	5	7	21	26	32	12	14	16	64	55	45
Students with Disabilities	15	619	9786	100	100	100	466	460	457	38	40	39	38	39	40	13	7	7	13	14	13
Students without Disabilities	77	5190	66233	100	98	99	513	519	503	8	6	11	39	33	39	9	14	14	43	47	35
Limited English Proficient Students	15	972	15206	100	100	100	481	477	459	0	20	31	83	53	53	8	10	7	8	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	68	2753	35714				497	493	480	12	15	20	45	44	47	9	12	12	34	29	20
Non-Economically Disadvantaged	24	3056	40266				538	531	513	8	5	9	25	25	33	13	14	15	54	56	43

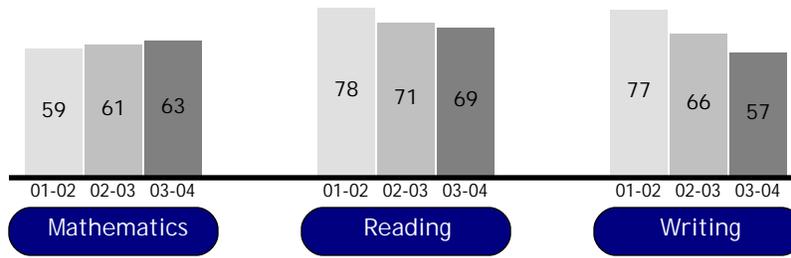
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	5803	76020	100	99	100	500	507	503	23	20	25	21	22	23	48	43	40	9	16	12
All Students (Prior Year)	89	5721	76202	94	98	100	504	510	505	18	11	19	19	21	24	60	53	46	3	14	11
Female	47	2820	37213	100	99	100	503	508	504	20	17	22	20	21	23	51	46	42	10	16	13
Male	45	2973	38666	100	99	100	498	505	501	27	22	29	22	22	22	44	41	38	7	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	37	1784	29442	100	99	99	496	496	494	29	33	37	29	26	26	39	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	35	3386	35890	100	98	100	512	513	511	9	12	15	3	19	20	70	48	48	18	21	18
Students with Disabilities	15	617	9784	100	100	100	487	487	485	50	57	58	13	18	19	38	19	19	0	6	4
Students without Disabilities	77	5186	66236	100	98	99	502	509	504	20	16	23	22	22	23	49	45	42	9	17	13
Limited English Proficient Students	15	967	15198	100	100	100	491	490	483	33	43	59	42	28	25	25	25	14	0	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	68	2745	35703				497	497	494	29	31	37	24	26	26	41	36	31	7	8	6
Non-Economically Disadvantaged	24	3058	40274				510	514	509	9	11	17	13	18	20	65	49	47	13	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	100	98	100	544	530	530	17	15	12	19	25	25	57	56	58	7	5	4
All Students (Prior Year)	92	5622	74692	97	96	99	490	510	502	21	12	18	30	26	27	45	53	47	4	9	8
Female	47	2805	37099	100	98	100	561	549	548	10	10	8	17	22	22	69	62	64	5	6	6
Male	45	2956	38441	100	98	99	528	511	513	24	19	16	21	27	29	45	50	52	10	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	37	1776	29305	100	99	99	540	495	507	16	21	16	22	33	31	59	44	51	3	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	35	3366	35760	100	98	99	583	549	550	9	11	9	12	20	21	64	62	64	15	7	6
Students with Disabilities	15	605	9706	100	100	100	408	444	462	70	48	36	20	24	32	10	25	31	0	2	1
Students without Disabilities	77	5166	65967	100	98	99	563	537	536	9	12	10	19	25	25	64	59	60	8	5	5
Limited English Proficient Students	15	961	15115	100	100	100	509	475	471	25	28	26	25	38	38	50	34	35	0	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	68	2731	35541				535	500	504	21	20	17	20	31	31	54	47	50	5	2	2
Non-Economically Disadvantaged	24	3040	40091				569	553	550	4	10	9	17	19	21	65	63	64	13	7	6

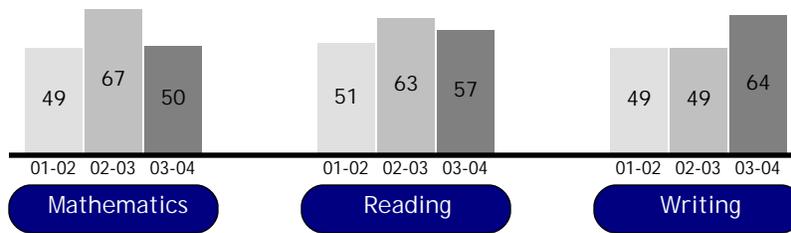
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	42	51	44	94	41	61	50	91	55	NA	58
	Language	96	31	42	39	95	33	49	43	94	48	53	50
	Mathematics	96	36	57	52	97	41	67	57	95	56	71	64
3	Reading	98	41	50	43	97	44	57	47	99	50	NA	55
	Language	97	50	53	50	96	49	61	54	100	55	63	61
	Mathematics	98	50	55	50	99	62	64	54	100	53	66	61
4	Reading	98	27	51	47	89	56	62	52	97	47	NA	56
	Language	97	31	47	45	95	47	54	48	96	46	55	52
	Mathematics	97	43	59	52	92	73	68	57	97	59	68	61
5	Reading	100	38	51	46	94	41	59	50	95	53	NA	55
	Language	100	32	45	43	94	43	53	46	98	50	55	49
	Mathematics	100	45	63	54	99	67	68	57	98	71	71	63
6	Reading	100	42	56	49	95	52	62	53	100	45	NA	56
	Language	100	34	47	42	96	39	53	45	100	37	55	48
	Mathematics	99	66	71	58	97	63	75	62	100	65	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)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Review Textbook/Media Center Books
- Ü Consumer Satisfaction Goals
- Ü Improve the General Quality of Education
- Ü Attendance and Tardy Programs
- Ü General Parent/Educator Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	42.00
Other Professional Staff	4.00	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	4	0	0
4 to 6 years	4	1	0	0
7 to 9 years	1	1	0	0
10 or more years	14	13	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	32.2
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Schoolwide Computer Lab
- Ü Multi-Purpose Room
- Ü Separate Mini-Gym
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Orchestra and Band
- Ü Afterschool Math Tutoring
- Ü Annual Talent Show

Social Services

- Ü City of Mesa Parks/Recreation Activities
- Ü School Breakfast/Lunch Programs
- Ü Health Services
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The 'Accelerated Reader' practice program has become a schoolwide program in grades 1-6. All classroom teachers receive special training and on-going support to help implement this practice program that motivates and promotes reading success.
- ü The 'Accelerated Math' practice program has become a schoolwide program in grades 2-6. All classroom teachers receive special training and on-going support to help implement this practice program that motivates and promotes math success.
- ü The National Renaissance Learning Office recognized three classrooms for having achieved 'Model Classroom Status' and two classrooms for having achieved 'Master Classroom Status' in reading during the 2003-04 school year.
- ü The National Renaissance Learning Office recognized one classroom for having achieved 'Model Classroom Status' in math during the 2003-04 school year.

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	2
Transfers In ⁷ (Out of District)	--	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	63	75
Grades 3-4	72	72
Grades 4-5	78	73
Grades 5-6	74	63

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

Policies and procedures are in place to ensure a safe and orderly learning environment for our students and staff. Clear and consistent expectations for student behavior are established, communicated, and monitored in a fair and timely manner.

Our school safety committee meets monthly. We have a campus crisis plan that includes procedures for conducting fire drills, lockdown procedures and site evacuation procedures.

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	Charles Starkey	(480) 472-4930
Transportation Policy	Sammy Patterson - Supervisor	(480) 472-6109
Community Resources	Community Relations Director	(480) 472-0223
School Nutrition Programs	Loretta Zullo - Director, Food and Nutrition	(480) 472-0909
Parent Organization	Jeanne Reynolds - PTO President	(480) 833-4975
Student Health/Nurse	Susan Jenkins - School Nurse	(480) 472-4939

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 0 Copies = \$0.00

** 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.