



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

848 North Mesa Dr, 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 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 : Mrs. Patricia A Estes
Schedule : 7:00 AM to 4:00 PM
Grades : Pre-K-6
2004 Enrollment : 837
Web Address :
Phone Number : (480) 472-5200
Fax Number : (480) 472-5272
E-mail : paestes@mpsaz.org

Mission

A solid foundation of academic and social skills contribute to success in life. We believe that cultural diversity is enriching and vital to individuals and society. Our mission is to help students acquire knowledge to ensure their success in life.

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

- Students will achieve annual yearly growth in reading, writing and math.
Students will demonstrate effective reading, writing, listening and speaking skills. Students will become creative thinkers and problem solvers.

Enrollment

October 1, 2003 School Year Student Enrollment : 825
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 180

Instructional Programs

- ü Title I Program
- ü Sheltered English Immersion (SEI)
- ü Family Tree Preschool/Adult Ed.
- ü Music/ PE/Art
- ü On-site Gifted Program
- ü Parent Center
- ü After School Tutoring
- ü Trendsetters Service Club

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

Teachers will establish a climate of open communication with parents. Academic instruction, based on the Arizona State Standards, is monitored for individual students. All staff will help to provide a safe environment that is conducive to learning.

Parents

Parents can contribute to their child's education by: Ensuring regular and on-time school attendance. Reading with their child. Attending conferences held twice per year. Participating in school functions. Reading school communications.

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
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3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	5651	75509	100	98	100	509	532	521	15	9	13	25	19	23	36	33	33	24	39	31
All Students (Prior Year)	111	5599	75372	100	98	100	495	536	523	18	5	9	35	18	25	40	38	36	7	39	30
Female	60	2784	37013	98	98	100	507	534	522	7	9	12	30	19	24	44	34	33	19	39	31
Male	59	2859	38430	100	98	99	510	531	521	21	10	14	21	19	22	29	32	33	29	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	68	1862	30486	99	99	99	510	515	505	17	13	18	22	25	29	34	35	32	27	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	37	3216	35192	100	98	99	514	544	534	11	6	8	24	15	19	43	32	35	22	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	111	5052	65801	100	98	98	513	537	525	12	7	11	25	18	23	38	34	34	25	41	33
Limited English Proficient Students	42	1053	16928	100	100	100	509	506	485	18	17	29	24	27	33	30	33	26	27	22	12
Migrant Students	NC	37	750				NC	522	499	NC	3	21	NC	20	29	NC	40	30	NC	37	20
Economically Disadvantaged	105	2909	36411				507	514	503	17	14	19	25	24	29	34	34	32	24	27	20
Non-Economically Disadvantaged	14	2742	39040				523	550	534	0	5	8	29	14	19	50	32	34	21	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	118	5641	75492	100	98	100	516	522	519	13	11	12	24	14	16	46	48	47	17	27	24
All Students (Prior Year)	110	5584	75221	100	98	100	505	528	523	16	5	8	21	12	16	57	59	56	6	23	21
Female	59	2785	37014	97	98	100	514	526	523	9	9	10	23	13	15	53	49	48	15	29	27
Male	59	2850	38400	100	98	99	517	518	516	16	13	14	25	16	17	39	48	47	20	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	67	1851	30438	97	98	99	512	509	508	19	17	17	22	20	21	47	49	47	12	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	37	3215	35177	100	98	99	526	530	528	3	7	8	19	11	13	54	48	49	24	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	110	5052	65785	99	98	98	518	525	522	12	7	10	23	14	16	47	50	49	19	28	26
Limited English Proficient Students	42	1047	16905	100	100	100	505	499	489	24	25	34	21	24	28	42	40	32	12	11	6
Migrant Students	NC	37	763				NC	506	499	NC	17	21	NC	23	30	NC	50	40	NC	10	8
Economically Disadvantaged	104	2904	36302				515	510	507	15	16	18	24	19	21	42	49	46	19	15	14
Non-Economically Disadvantaged	14	2737	39164				524	534	528	0	5	8	21	10	13	71	48	48	7	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	118	5611	75053	100	98	99	522	578	597	17	10	7	16	14	12	65	68	72	1	7	9
All Students (Prior Year)	106	5503	73654	99	97	99	505	530	530	22	7	9	22	12	13	56	77	70	0	5	7
Female	59	2774	36872	97	98	99	526	604	621	7	6	5	22	11	9	70	73	74	0	10	12
Male	59	2831	38109	100	97	99	519	552	573	27	14	10	11	17	14	61	64	69	2	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	67	1847	30235	97	98	98	521	541	575	19	14	9	17	17	14	64	66	70	0	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	37	3193	35028	100	97	99	535	599	613	11	8	6	16	12	10	70	70	73	3	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	110	5023	65428	99	98	98	528	587	604	14	8	6	17	13	11	69	71	73	1	8	10
Limited English Proficient Students	41	1044	16765	100	100	100	528	524	525	15	16	17	6	20	20	79	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	104	2890	36077				519	542	566	18	14	10	16	17	16	67	65	69	0	3	5
Non-Economically Disadvantaged	14	2721	38950				545	613	618	14	6	5	21	11	9	57	71	73	7	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	99	99	100	490	514	499	13	9	14	52	34	39	13	13	14	22	44	33
All Students (Prior Year)	102	5726	76230	98	98	100	485	517	498	13	6	12	50	31	38	7	13	12	29	50	37
Female	51	2821	37207	100	99	100	482	514	499	15	8	12	55	35	41	9	13	14	21	44	33
Male	42	2979	38677	95	99	100	499	515	498	11	11	15	47	32	38	18	13	13	24	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	47	1790	29458	100	99	100	485	490	480	10	15	20	60	48	48	10	11	12	20	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	11	263	4735	100	100	100	486	476	466	18	27	28	45	41	49	27	11	10	9	21	13
White	26	3386	35880	96	98	100	497	529	515	16	5	7	36	26	32	16	14	16	32	55	45
Students with Disabilities	10	619	9786	100	100	100	436	460	457	44	40	39	56	39	40	0	7	7	0	14	13
Students without Disabilities	83	5190	66233	97	98	99	496	519	503	9	6	11	51	33	39	14	14	14	25	47	35
Limited English Proficient Students	27	972	15206	100	100	100	473	477	459	11	20	31	68	53	53	16	10	7	5	17	9
Migrant Students	NC	31	745				NC	475	473	NC	27	22	NC	35	53	NC	23	11	NC	15	15
Economically Disadvantaged	78	2753	35714				490	493	480	10	15	20	57	44	47	13	12	12	20	29	20
Non-Economically Disadvantaged	15	3056	40266				491	531	513	27	5	9	27	25	33	13	14	15	33	56	43

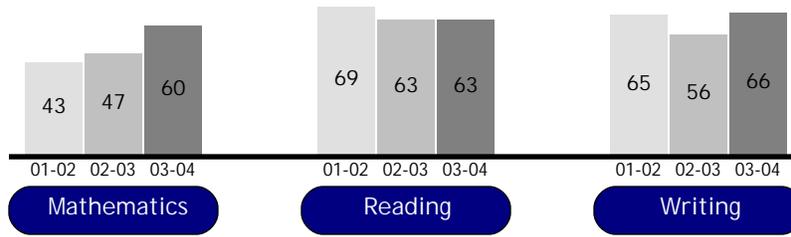
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	5803	76020	99	99	100	495	507	503	28	20	25	33	22	23	33	43	40	6	16	12
All Students (Prior Year)	103	5721	76202	99	98	100	502	510	505	23	11	19	21	21	24	48	53	46	7	14	11
Female	50	2820	37213	100	99	100	495	508	504	24	17	22	39	21	23	33	46	42	4	16	13
Male	43	2973	38666	98	99	100	495	505	501	33	22	29	26	22	22	33	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	46	1784	29442	98	99	99	492	496	494	33	33	37	31	26	26	36	34	31	0	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	11	263	4735	100	100	100	492	491	489	18	46	48	55	25	25	27	25	24	0	4	3
White	27	3386	35890	100	98	100	500	513	511	27	12	15	23	19	20	31	48	48	19	21	18
Students with Disabilities	10	617	9784	100	100	100	479	487	485	67	57	58	22	18	19	11	19	19	0	6	4
Students without Disabilities	83	5186	66236	97	98	99	497	509	504	24	16	23	34	22	23	36	45	42	7	17	13
Limited English Proficient Students	27	967	15198	100	100	100	488	490	483	42	43	59	42	28	25	16	25	14	0	4	1
Migrant Students	NC	31	743				NC	501	488	NC	54	50	NC	15	28	NC	23	19	NC	8	3
Economically Disadvantaged	78	2745	35703				495	497	494	27	31	37	34	26	26	34	36	31	4	8	6
Non-Economically Disadvantaged	15	3058	40274				495	514	509	33	11	17	27	18	20	27	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	93	5771	75673	99	98	100	489	530	530	22	15	12	35	25	25	42	56	58	0	5	4
All Students (Prior Year)	102	5622	74692	98	96	99	494	510	502	22	12	18	32	26	27	43	53	47	4	9	8
Female	50	2805	37099	100	98	100	500	549	548	13	10	8	41	22	22	46	62	64	0	6	6
Male	43	2956	38441	98	98	99	477	511	513	33	19	16	28	27	29	38	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	46	1776	29305	98	99	99	490	495	507	21	21	16	38	33	31	41	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	11	261	4707	100	99	100	496	486	492	18	23	19	45	33	33	36	43	46	0	1	1
White	27	3366	35760	100	98	99	498	549	550	27	11	9	23	20	21	50	62	64	0	7	6
Students with Disabilities	10	605	9706	100	100	100	442	444	462	56	48	36	33	24	32	11	25	31	0	2	1
Students without Disabilities	83	5166	65967	97	98	99	495	537	536	18	12	10	36	25	25	46	59	60	0	5	5
Limited English Proficient Students	26	961	15115	100	100	100	464	475	471	33	28	26	44	38	38	22	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	78	2731	35541				485	500	504	23	20	17	37	31	31	40	47	50	0	2	2
Non-Economically Disadvantaged	15	3040	40091				511	553	550	20	10	9	27	19	21	53	63	64	0	7	6

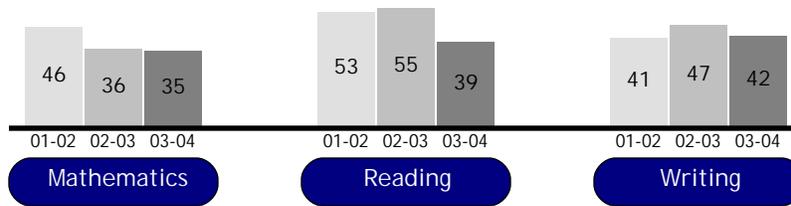
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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](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	97	39	51	44	81	56	61	50	88	53	NA	58
	Language	97	27	42	39	97	38	49	43	91	30	53	50
	Mathematics	99	48	57	52	98	61	67	57	95	50	71	64
3	Reading	99	34	50	43	87	32	57	47	98	43	NA	55
	Language	98	32	53	50	94	36	61	54	100	50	63	61
	Mathematics	98	40	55	50	94	37	64	54	100	57	66	61
4	Reading	100	33	51	47	92	46	62	52	94	44	NA	56
	Language	100	32	47	45	98	43	54	48	98	40	55	52
	Mathematics	100	33	59	52	96	60	68	57	98	54	68	61
5	Reading	98	27	51	46	96	45	59	50	99	42	NA	55
	Language	99	30	45	43	97	43	53	46	100	36	55	49
	Mathematics	99	48	63	54	96	48	68	57	100	52	71	63
6	Reading	99	46	56	49	96	41	62	53	95	51	NA	56
	Language	99	36	47	42	94	40	53	45	96	46	55	48
	Mathematics	99	59	71	58	99	53	75	62	97	59	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)
- 3 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Student Discipline
- Ü Extracurricular Activities
- Ü Homework
- Ü Attendance
- Ü School Safety Issues
- Ü School Calendar

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	52.00
Other Professional Staff	3.00	Teacher Aide	56.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	8	2	0	0
7 to 9 years	6	8	0	0
10 or more years	10	16	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	32
Core academic classes taught by Highly Qualified (NCLB) teachers.	90
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü PC Lab
- Ü Parent Center
- Ü Media Center

Extracurricular Activities

- Ü Student Council, School Newspaper
- Ü Trendsetters
- Ü Band, Orchestra
- Ü Sports, Pom and Cheer Club

Social Services

- Ü Prenatal/Parenting Assis.
- Ü Breakfast Program
- Ü GED Classes, Adult Education
- Ü Counseling Services

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	93	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	7	2	2	2
Transfers In <sup>7</sup> (Out of District)	7	10	9	9
Promotion Rate <sup>8</sup>	96	98	98	94
Retention Rate <sup>9</sup>	3	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	43	49
Grades 3-4	79	84
Grades 4-5	68	68
Grades 5-6	84	83

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

Eisenhower parents voted to implement school uniforms to assist in creating a healthy school environment. Students will be required to wear uniforms beginning the 2004-2005 school year. Emergency procedures and Safety Plans are in place for fire drills, lock-downs and evacuations. Practice drills are held on a routine basis to ensure students and staff members are familiar with emergency 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	Patricia A. Estes	(480) 472-5200
Transportation Policy	Community Relations	(480) 472-7201
Community Resources	Kathleen Thorson	(480) 472-5255
School Nutrition Programs	Beverly Snitzer	(480) 472-5200
Parent Organization	SIAC/PTO	(480) 472-5200
Student Health/Nurse	Kathleen Thorson	(480) 472-5255

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.