



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1020 S Extension, Mesa, AZ 85210

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. Nicolas Z. Parker
 Schedule : 7:30 AM to 4:00 PM
 Grades : Pre-K-6
 2004 Enrollment : 662
 Web Address :
 Phone Number : (480) 472-1200
 Fax Number : (480) 472-1290
 E-mail : nzparker@mpsaz.org

Mission

Our commitment is to provide a safe and stimulating educational environment. We use a variety of strategies in the core subject areas because all children can learn. We are a 'Renaissance' School. Our citizenship program focuses on being responsible.

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 For students to demonstrate mastery of MPS math, reading and written communications curriculum standards by scoring at least 80% on the spring criterion-referenced tests aligned with the state academic standards.
- ü For each student to master the basic math facts appropriate to his/her grade level.

Enrollment

October 1, 2003 School Year Student Enrollment : 670
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 95

Instructional Programs

- Title I Schoolwide Program
- Accelerated Reader and Math Programs
- Sheltered English Immersion, K-6
- Computer Lab (iMac)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Our primary commitment to parents is to approach every academic, social and disciplinary concern as if the child involved is our own. We continually disseminate information with parents via conferences, newsletters, phone calls, and teacher reports.

Parents

Parents are to embrace a partnership between school and home necessary for optimal student success. Parents can model the value of lifelong learning, by reading in the home, limiting television and following up on school work.

Transportation Policy

Since all of Redbird's attendance area is within one mile of the school, the only bus transportation provided is for students in special education as addressed in the IEP. Transportation is not provided for open enrollment students.

School Honors

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

Award/Honor	Year
• Classified Employee of the Month	2002
• Outstanding Teacher Attendance Award	2002
• Classified Employee of the Month	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	79	5651	75509	100	98	100	507	532	521	21	9	13	24	19	23	29	33	33	26	39	31
All Students (Prior Year)	98	5599	75372	100	98	100	520	536	523	5	5	9	20	18	25	51	38	36	24	39	30
Female	36	2784	37013	100	98	100	510	534	522	16	9	12	26	19	24	32	34	33	26	39	31
Male	43	2859	38430	100	98	99	503	531	521	26	10	14	23	19	22	26	32	33	26	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	497	515	505	23	13	18	26	25	29	32	35	32	19	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	21	3216	35192	95	98	99	530	544	534	20	6	8	10	15	19	30	32	35	40	46	39
Students with Disabilities	13	599	9708	100	100	100	432	484	489	78	35	32	11	28	27	11	21	24	0	15	17
Students without Disabilities	66	5052	65801	99	98	98	519	537	525	11	7	11	26	18	23	32	34	34	30	41	33
Limited English Proficient Students	27	1053	16928	100	100	100	492	506	485	36	17	29	14	27	33	21	33	26	29	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	67	2909	36411				496	514	503	24	14	19	27	24	29	31	34	32	18	27	20
Non-Economically Disadvantaged	12	2742	39040				558	550	534	9	5	8	9	14	19	18	32	34	64	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	79	5641	75492	100	98	100	507	522	519	20	11	12	19	14	16	44	48	47	17	27	24
All Students (Prior Year)	95	5584	75221	97	98	100	522	528	523	6	5	8	14	12	16	59	59	56	21	23	21
Female	37	2785	37014	100	98	100	516	526	523	19	9	10	6	13	15	50	49	48	25	29	27
Male	42	2850	38400	98	98	99	497	518	516	22	13	14	31	16	17	38	48	47	9	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	43	1851	30438	100	98	99	501	509	508	19	17	17	16	20	21	55	49	47	10	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	22	3215	35177	100	98	99	519	530	528	19	7	8	14	11	13	38	48	49	29	34	31
Students with Disabilities	12	589	9707	100	98	100	459	487	495	80	43	33	10	18	21	10	30	33	0	9	13
Students without Disabilities	67	5052	65785	100	98	98	516	525	522	9	7	10	20	14	16	50	50	49	20	28	26
Limited English Proficient Students	26	1047	16905	100	100	100	487	499	489	36	25	34	14	24	28	36	40	32	14	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	66	2904	36302				501	510	507	22	16	18	20	19	21	45	49	46	14	15	14
Non-Economically Disadvantaged	13	2737	39164				530	534	528	15	5	8	15	10	13	38	48	48	31	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	79	5611	75053	100	98	99	512	578	597	30	10	7	16	14	12	54	68	72	0	7	9
All Students (Prior Year)	95	5503	73654	97	97	99	528	530	530	5	7	9	9	12	13	82	77	70	4	5	7
Female	36	2774	36872	100	98	99	549	604	621	13	6	5	23	11	9	65	73	74	0	10	12
Male	43	2831	38109	100	97	99	476	552	573	47	14	10	9	17	14	44	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	100	98	98	506	541	575	29	14	9	16	17	14	55	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	21	3193	35028	95	97	99	532	599	613	25	8	6	10	12	10	65	70	73	0	10	11
Students with Disabilities	12	588	9625	100	98	100	423	489	530	70	33	21	20	23	21	10	42	55	0	2	4
Students without Disabilities	67	5023	65428	100	98	98	529	587	604	23	8	6	15	13	11	62	71	73	0	8	10
Limited English Proficient Students	27	1044	16765	100	100	100	511	524	525	29	16	17	14	20	20	57	63	60	0	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	67	2890	36077				498	542	566	31	14	10	20	17	16	49	65	69	0	3	5
Non-Economically Disadvantaged	12	2721	38950				572	613	618	25	6	5	0	11	9	75	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	94	5809	76019	100	99	100	492	514	499	12	9	14	49	34	39	18	13	14	21	44	33
All Students (Prior Year)	86	5726	76230	100	98	100	485	517	498	17	6	12	47	31	38	10	13	12	27	50	37
Female	52	2821	37207	100	99	100	492	514	499	7	8	12	52	35	41	20	13	14	22	44	33
Male	42	2979	38677	100	99	100	491	515	498	19	11	15	44	32	38	17	13	13	19	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	40	1790	29458	100	99	100	476	490	480	13	15	20	65	48	48	13	11	12	10	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	13	263	4735	100	100	100	481	476	466	42	27	28	33	41	49	0	11	10	25	21	13
White	30	3386	35880	100	98	100	508	529	515	0	5	7	43	26	32	29	14	16	29	55	45
Students with Disabilities	11	619	9786	100	100	100	452	460	457	43	40	39	43	39	40	14	7	7	0	14	13
Students without Disabilities	83	5190	66233	100	98	99	495	519	503	9	6	11	49	33	39	19	14	14	23	47	35
Limited English Proficient Students	28	972	15206	100	100	100	471	477	459	5	20	31	80	53	53	10	10	7	5	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	81	2753	35714				488	493	480	12	15	20	49	44	47	19	12	12	20	29	20
Non-Economically Disadvantaged	13	3056	40266				508	531	513	15	5	9	46	25	33	15	14	15	23	56	43

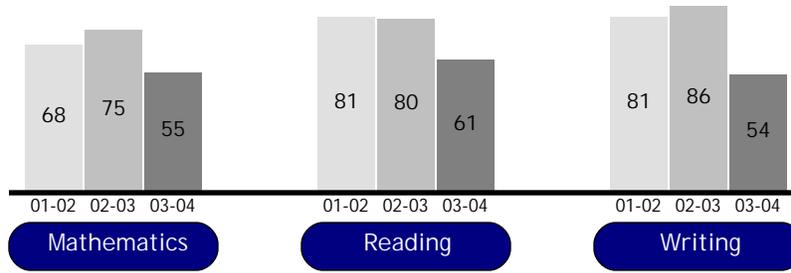
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	5803	76020	100	99	100	497	507	503	30	20	25	28	22	23	34	43	40	7	16	12
All Students (Prior Year)	84	5721	76202	98	98	100	504	510	505	22	11	19	20	21	24	44	53	46	14	14	11
Female	52	2820	37213	100	99	100	498	508	504	26	17	22	28	21	23	39	46	42	7	16	13
Male	41	2973	38666	100	99	100	495	505	501	36	22	29	28	22	22	28	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	39	1784	29442	98	99	99	489	496	494	40	33	37	37	26	26	23	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	13	263	4735	100	100	100	488	491	489	62	46	48	0	25	25	31	25	24	8	4	3
White	30	3386	35890	100	98	100	507	513	511	7	12	15	32	19	20	46	48	48	14	21	18
Students with Disabilities	11	617	9784	100	100	100	482	487	485	75	57	58	0	18	19	25	19	19	0	6	4
Students without Disabilities	82	5186	66236	99	98	99	498	509	504	26	16	23	31	22	23	35	45	42	8	17	13
Limited English Proficient Students	27	967	15198	100	100	100	488	490	483	37	43	59	53	28	25	11	25	14	0	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	80	2745	35703				496	497	494	30	31	37	28	26	26	36	36	31	6	8	6
Non-Economically Disadvantaged	13	3058	40274				501	514	509	31	11	17	31	18	20	23	49	47	15	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	100	98	100	499	530	530	21	15	12	34	25	25	43	56	58	2	5	4
All Students (Prior Year)	84	5622	74692	98	96	99	489	510	502	22	12	18	34	26	27	41	53	47	3	9	8
Female	52	2805	37099	100	98	100	528	549	548	15	10	8	30	22	22	50	62	64	4	6	6
Male	41	2956	38441	100	98	99	461	511	513	28	19	16	39	27	29	33	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	39	1776	29305	98	99	99	484	495	507	17	21	16	43	33	31	40	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	13	261	4707	100	99	100	457	486	492	46	23	19	15	33	33	38	43	46	0	1	1
White	30	3366	35760	100	98	99	528	549	550	11	11	9	36	20	21	50	62	64	4	7	6
Students with Disabilities	11	605	9706	100	100	100	441	444	462	50	48	36	25	24	32	25	25	31	0	2	1
Students without Disabilities	82	5166	65967	99	98	99	505	537	536	18	12	10	35	25	25	45	59	60	3	5	5
Limited English Proficient Students	27	961	15115	100	100	100	472	475	471	21	28	26	42	38	38	37	34	35	0	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	80	2731	35541				505	500	504	19	20	17	33	31	31	45	47	50	3	2	2
Non-Economically Disadvantaged	13	3040	40091				463	553	550	31	10	9	38	19	21	31	63	64	0	7	6

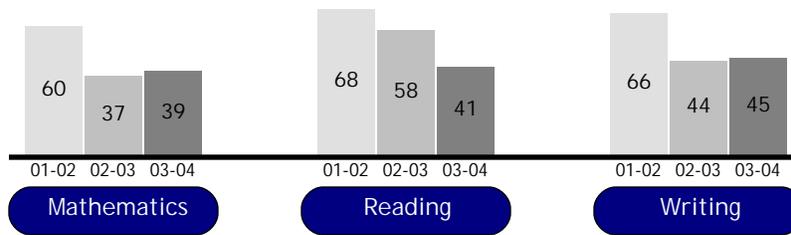
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	99	43	51	44	84	40	61	50	85	48	NA	58
	Language	99	22	42	39	91	23	49	43	89	31	53	50
	Mathematics	99	32	57	52	93	33	67	57	90	41	71	64
3	Reading	100	34	50	43	95	43	57	47	72	50	NA	55
	Language	100	37	53	50	96	49	61	54	79	54	63	61
	Mathematics	100	37	55	50	95	47	64	54	84	46	66	61
4	Reading	100	33	51	47	92	54	62	52	93	54	NA	56
	Language	100	36	47	45	93	44	54	48	100	47	55	52
	Mathematics	100	42	59	52	94	56	68	57	98	61	68	61
5	Reading	100	51	51	46	99	43	59	50	92	44	NA	55
	Language	100	40	45	43	99	36	53	46	94	44	55	49
	Mathematics	100	56	63	54	98	54	68	57	97	55	71	63
6	Reading	100	39	56	49	93	61	62	53	99	54	NA	56
	Language	100	29	47	42	95	48	53	45	100	45	55	48
	Mathematics	100	57	71	58	99	66	75	62	100	68	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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Student Discipline
- Ü Homework Policy
- Ü Attendance Policy
- Ü Dress Code
- Ü Academic Goals
- Ü Parent/Educator Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	31.50
Other Professional Staff	5.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	5	1	0	0
7 to 9 years	4	1	0	0
10 or more years	1	22	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 27
 Core academic classes taught by Highly Qualified (NCLB) teachers. 75
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Lab/Macintosh iMac
- Ü Learning Center Lab
- Ü Media Center

Extracurricular Activities

- Ü After School Sports Grades 4-6
- Ü Student Council
- Ü Gardening Club
- Ü After School Reading Program
- Ü Home Work Club
- Ü Jump Rope Club
- Ü After School ESL Program

Social Services

- Ü School Counselor
- Ü Afterschool Program
- Ü Breakfast Program
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Redbird students met their Accelerated Reader schoolwide goal last year representing a significant amount of independent reading in grade-appropriate books.
- ü The state of Arizona's Measure of Academic Progress (MAP) indicated that Redbird students showed more than a year's worth of growth for a year's worth of school in every category.

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)	1	2	2	2
Transfers In ⁷ (Out of District)	1	10	9	9
Promotion Rate ⁸	97	98	98	94
Retention Rate ⁹	2	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	62	75
Grades 3-4	84	86
Grades 4-5	49	67
Grades 5-6	83	91

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

Our safety campaign includes daily reminders that all are responsible for a safe environment. We conduct inspections and safety drills. We reversed lunch resulting in less recess accidents. Our citizenship program promotes safety and responsibility.

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	Nicolas Z. Parker	(480) 472-1200
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Nicolas Z. Parker	(480) 472-1200
School Nutrition Programs	Debbie Nelson	(480) 472-1225
Parent Organization		(480) 472-1200
Student Health/Nurse	Ann Gandomi	(480) 472-1205

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.