

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1435 E McLellan, Mesa, AZ 85203

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 Highly Performing
2002-03 Highly Performing
2001-02 Improving

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

School Overview

Principal/Administrator : Mr. Lee McKenzie
Schedule : 7:30 AM to 4:00 PM
Grades : K-6
2004 Enrollment : 642
Web Address : www.mpsaz.org/macarthur/
Phone Number : (480) 472-7800
Fax Number : (480) 472-7824
E-mail : Immckenzen@mpsaz.org

Mission

MISSION:

To prepare our students to be successful, contributing members of society by teaching the essential skills of literacy, lifelong learning, citizenship and leadership; using the most effective techniques and maintaining the highest standards.

PHILOSOPHY:

ALL students are 'Born to Win' and we work together as a school community to make this a reality.

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 To increase student success and achievement by focusing on teaching the Power Standards for each grade level.
- ü To increase student success and achievement by monitoring student mastery of the Power Standards for each grade level.
- ü To increase student success and achievement by having high expectations for all students and using effective practices to teach students.
- ü To increase student success and achievement by providing a safe learning environment through teaching students to practice the "Traits of a WINNER."

Enrollment

October 1, 2003 School Year Student Enrollment : 623
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 87

Instructional Programs

- ü Research Based Instructional Methods
- ü Computer and Information Literacy
- ü Reading Renaissance
- ü Gifted Classes
- ü Researched Based Instructional Materials
- ü On Site Special Education

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

Using effective teaching practices, provide relevant and motivating standards based instruction. Provide for individual differences. Promote high quality work. Give positive encouragement. Treat people with courtesy and respect. Communicate regularly with parents. Be a positive role models for all children. Provide a safe, positive and supporting learning environment for all students. Teach and reinforce positive character traits.

Parents

Check homework and make sure it is done properly and with quality. Involve children in reading activities at home on a daily basis. Make sure that children attend school regularly and on time. Positively encourage children. Participate in school activities. Reinforce positive character traits. Regular communication with the school and teachers. Actively support the school and district policies.

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 Multiple Writing Contest Winners Individuals and Groups	2004
ü Multiple Writing Contest Winners Individuals and Groups	2003
ü Multiple Awards for School Web Site	2002
ü Odyssey of the Mind Team - 2nd in State, 19th in World	2002

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	92	5651	75509	100	98	100	552	532	521	4	9	13	12	19	23	23	33	33	60	39	31
All Students (Prior Year)	101	5599	75372	100	98	100	544	536	523	6	5	9	9	18	25	41	38	36	44	39	30
Female	38	2784	37013	100	98	100	561	534	522	3	9	12	11	19	24	22	34	33	65	39	31
Male	54	2859	38430	100	98	99	546	531	521	6	10	14	13	19	22	24	32	33	57	38	31
African American	--	218	3660	--	98	99	--	509	496	--	17	24	--	26	31	--	32	28	--	25	18
Hispanic	12	1862	30486	100	99	99	528	515	505	9	13	18	18	25	29	36	35	32	36	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	--	212	4075	--	98	100	--	504	486	--	19	28	--	28	34	--	31	26	--	23	12
White	79	3216	35192	100	98	99	557	544	534	4	6	8	10	15	19	22	32	35	65	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	86	5052	65801	99	98	98	554	537	525	4	7	11	13	18	23	22	34	34	61	41	33
Limited English Proficient Students	NC	1053	16928	NC	100	100	NC	506	485	NC	17	29	NC	27	33	NC	33	26	NC	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	16	2909	36411				502	514	503	27	14	19	13	24	29	33	34	32	27	27	20
Non-Economically Disadvantaged	76	2742	39040				562	550	534	0	5	8	12	14	19	21	32	34	67	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	92	5641	75492	100	98	100	535	522	519	5	11	12	11	14	16	43	48	47	41	27	24
All Students (Prior Year)	101	5584	75221	100	98	100	534	528	523	4	5	8	13	12	16	52	59	56	31	23	21
Female	38	2785	37014	100	98	100	546	526	523	5	9	10	5	13	15	38	49	48	51	29	27
Male	54	2850	38400	100	98	99	527	518	516	6	13	14	15	16	17	46	48	47	33	24	21
African American	--	218	3665	--	98	99	--	509	505	--	14	20	--	22	22	--	53	43	--	11	14
Hispanic	12	1851	30438	100	98	99	534	509	508	0	17	17	18	20	21	55	49	47	27	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	--	212	4081	--	98	100	--	505	498	--	20	25	--	22	26	--	45	40	--	13	8
White	79	3215	35177	100	98	99	536	530	528	6	7	8	9	11	13	42	48	49	43	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	86	5052	65785	99	98	98	536	525	522	4	7	10	12	14	16	44	50	49	41	28	26
Limited English Proficient Students	NC	1047	16905	NC	100	100	NC	499	489	NC	25	34	NC	24	28	NC	40	32	NC	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	16	2904	36302				523	510	507	20	16	18	7	19	21	40	49	46	33	15	14
Non-Economically Disadvantaged	76	2737	39164				537	534	528	3	5	8	12	10	13	43	48	48	42	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	92	5611	75053	100	98	99	599	578	597	8	10	7	12	14	12	66	68	72	14	7	9
All Students (Prior Year)	100	5503	73654	99	97	99	528	530	530	6	7	9	16	12	13	74	77	70	3	5	7
Female	38	2774	36872	100	98	99	643	604	621	5	6	5	5	11	9	68	73	74	22	10	12
Male	54	2831	38109	100	97	99	568	552	573	9	14	10	17	17	14	65	64	69	9	4	6
African American	--	216	3636	--	97	99	--	545	568	--	15	12	--	18	16	--	62	67	--	4	6
Hispanic	12	1847	30235	100	98	98	602	541	575	9	14	9	18	17	14	64	66	70	9	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	--	210	4044	--	97	99	--	548	550	--	15	13	--	16	17	--	65	66	--	3	4
White	79	3193	35028	100	97	99	599	599	613	8	8	6	11	12	10	66	70	73	15	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	86	5023	65428	99	98	98	607	587	604	7	8	6	12	13	11	66	71	73	15	8	10
Limited English Proficient Students	NC	1044	16765	NC	100	100	NC	524	525	NC	16	17	NC	20	20	NC	63	60	NC	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	16	2890	36077				526	542	566	13	14	10	33	17	16	53	65	69	0	3	5
Non-Economically Disadvantaged	76	2721	38950				613	613	618	7	6	5	8	11	9	68	71	73	17	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	84	5809	76019	99	99	100	525	514	499	7	9	14	27	34	39	10	13	14	56	44	33
All Students (Prior Year)	95	5726	76230	98	98	100	536	517	498	1	6	12	19	31	38	10	13	12	70	50	37
Female	35	2821	37207	100	99	100	528	514	499	6	8	12	29	35	41	6	13	14	60	44	33
Male	49	2979	38677	98	99	100	523	515	498	9	11	15	26	32	38	13	13	13	53	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	14	1790	29458	100	99	100	523	490	480	8	15	20	25	48	48	8	11	12	58	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	62	3386	35880	98	98	100	527	529	515	6	5	7	27	26	32	11	14	16	55	55	45
Students with Disabilities	NC	619	9786	NC	100	100	NC	460	457	NC	40	39	NC	39	40	NC	7	7	NC	14	13
Students without Disabilities	80	5190	66233	99	98	99	528	519	503	5	6	11	28	33	39	9	14	14	58	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	16	2753	35714				510	493	480	13	15	20	33	44	47	7	12	12	47	29	20
Non-Economically Disadvantaged	68	3056	40266				529	531	513	6	5	9	25	25	33	10	14	15	58	56	43

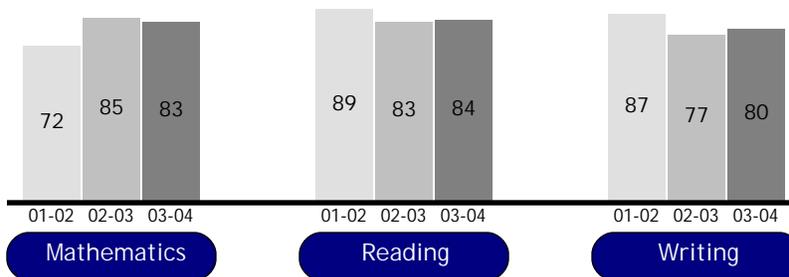
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	5803	76020	100	99	100	511	507	503	16	20	25	14	22	23	51	43	40	19	16	12
All Students (Prior Year)	93	5721	76202	96	98	100	516	510	505	2	11	19	13	21	24	68	53	46	17	14	11
Female	35	2820	37213	100	99	100	508	508	504	14	17	22	14	21	23	60	46	42	11	16	13
Male	50	2973	38666	100	99	100	512	505	501	17	22	29	15	22	22	44	41	38	25	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	14	1784	29442	100	99	99	512	496	494	17	33	37	0	26	26	58	34	31	25	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	63	3386	35890	100	98	100	508	513	511	14	12	15	17	19	20	51	48	48	17	21	18
Students with Disabilities	NC	617	9784	NC	100	100	NC	487	485	NC	57	58	NC	18	19	NC	19	19	NC	6	4
Students without Disabilities	81	5186	66236	100	98	99	512	509	504	14	16	23	15	22	23	51	45	42	20	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	17	2745	35703				505	497	494	25	31	37	19	26	26	38	36	31	19	8	6
Non-Economically Disadvantaged	68	3058	40274				512	514	509	13	11	17	13	18	20	54	49	47	19	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	81	5771	75673	95	98	100	550	530	530	13	15	12	19	25	25	57	56	58	11	5	4
All Students (Prior Year)	95	5622	74692	98	96	99	522	510	502	4	12	18	21	26	27	64	53	47	10	9	8
Female	33	2805	37099	94	98	100	601	549	548	3	10	8	12	22	22	64	62	64	21	6	6
Male	48	2956	38441	96	98	99	514	511	513	20	19	16	24	27	29	52	50	52	4	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	14	1776	29305	100	99	99	538	495	507	8	21	16	33	33	31	50	44	51	8	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	59	3366	35760	94	98	99	555	549	550	14	11	9	12	20	21	64	62	64	10	7	6
Students with Disabilities	NC	605	9706	NC	100	100	NC	444	462	NC	48	36	NC	24	32	NC	25	31	NC	2	1
Students without Disabilities	77	5166	65967	95	98	99	550	537	536	11	12	10	20	25	25	59	59	60	11	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	17	2731	35541				499	500	504	13	20	17	38	31	31	50	47	50	0	2	2
Non-Economically Disadvantaged	64	3040	40091				563	553	550	13	10	9	14	19	21	59	63	64	14	7	6

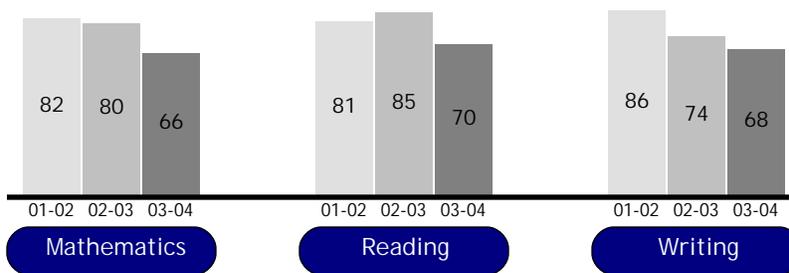
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	63	51	44	96	74	61	50	96	72	NA	58
	Language	100	49	42	39	99	57	49	43	98	58	53	50
	Mathematics	100	64	57	52	96	77	67	57	100	80	71	64
3	Reading	100	56	50	43	95	62	57	47	94	67	NA	55
	Language	100	54	53	50	98	64	61	54	96	67	63	61
	Mathematics	98	50	55	50	98	62	64	54	95	65	66	61
4	Reading	100	64	51	47	93	71	62	52	97	73	NA	56
	Language	100	68	47	45	98	58	54	48	99	65	55	52
	Mathematics	99	74	59	52	98	69	68	57	98	74	68	61
5	Reading	100	71	51	46	97	74	59	50	94	69	NA	55
	Language	100	66	45	43	97	65	53	46	97	59	55	49
	Mathematics	99	81	63	54	99	79	68	57	99	68	71	63
6	Reading	100	64	56	49	93	79	62	53	96	78	NA	56
	Language	100	56	47	42	96	69	53	45	96	74	55	48
	Mathematics	100	81	71	58	100	89	75	62	97	89	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)
- 0 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement
- Ü Support Mission Activities
- Ü Proactive Schoolwide Conflict Resolution
- Ü Customer Satisfaction
- Ü Extracurricular Activities
- Ü Schoolwide Character Education Program

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	29.50
Other Professional Staff	1.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	2	2	0	0
7 to 9 years	2	0	0	0
10 or more years	8	17	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	15
Core academic classes taught by Highly Qualified (NCLB) teachers.	73
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü Multipurpose Room with Stage
- Ü Media Center with Internet Access

Extracurricular Activities

- Ü Instrumental Music
- Ü Vocal Music
- Ü After School Sports
- Ü After School Homework Labs

Social Services

- Ü Lunch Program
- Ü Health Services
- Ü Community Classes
- Ü Recreational Activities

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Students demonstrated academic improvement at all grade levels on district tests, the SAT 9 test and the AIMS test.

- ü Two grade levels had the highest percent correct ever and the highest number of students ever above the 50th percentile on the SAT 9 achievement test.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	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	49	41
Grades 3-4	77	79
Grades 4-5	61	70
Grades 5-6	82	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

The SIAC has developed a schoolwide Conflict Resolution Plan. This proactive method of conflict resolution emphasizes stopping behavior that is causing conflict and developing a plan to resolve this conflict and prevent future conflict. They have also developed the 'Traits of a WINNER' character education program that will begin implementation with the 2004-05 school year. This program will focus on a different trait each month. This trait is emphasized and reinforced throughout the school.

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	Lee McKenzie	(480) 472-7800
Transportation Policy	Community Relations	(480) 472-7201
Community Resources	Community Relations	(480) 472-7201
School Nutrition Programs	Food & Nutrition	(480) 472-0908
Parent Organization	Julie Vaughan	(480) 472-7809
Student Health/Nurse	Debi Frost	(480) 472-7800

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.