

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2122 East Pueblo Ave, Mesa, AZ 85204

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

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 Overview

Principal/Administrator : Ms. Jane Carretta
 Schedule : 7:30 AM to 4:00 PM
 Grades : K-6
 2004 Enrollment : 649
 Web Address : www.mpsaz.org/robson
 Phone Number : (480) 472-6600
 Fax Number : (480) 472-6660
 E-mail : jdcarrat@mpsaz.org

Mission

We are dedicated to improving the educational process by which all children achieve their highest potential socially, emotionally, physically, artistically and academically. Skills are built on academic standards, diversity and personal well-being.

School / Academic Goals

- ü The average percent correct on the 1st grade district reading and math CRT's will increase by one or more percentage points.
- ü The average percent correct on the 2nd grade district reading and math CRT's will increase by one or more percentage points.
- ü The percentage of 3rd grade students who score within the meets or exceeds the standards categories of the reading, writing and math portions of the AIMS will each increase by one or more points.
- ü The percentage of 5th grade students who score within the meets or exceeds the standards categories of the reading, writing and math portions of the AIMS will each increase by one or more points.

Enrollment

October 1, 2003 School Year Student Enrollment : 667
 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 On-site Special Education
- Ü Gifted
- Ü Parks & Rec. After School Programs
- Ü Computer Labs
- Ü Accelerated Reader

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

It is the responsibility of the school to provide students with challenging and meaningful curriculum and to set and maintain high standards for academic achievement. A safe and nurturing learning environment is essential to the educational process.

Parents

It is the responsibility of parents to provide for their child's needs in the areas of nutrition, sleep, health care and clothing. Parents must exhibit a positive attitude toward education, see that their child attends school, and expect achievement.

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 Outstanding Teacher Attendance	2003
Ü MPS and State Writing Contest Winners	2004
Ü City of Mesa Battle of the Books Runner Up's	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	82	5651	75509	98	98	100	520	532	521	16	9	13	21	19	23	26	33	33	37	39	31
All Students (Prior Year)	84	5599	75372	97	98	100	530	536	523	7	5	9	22	18	25	41	38	36	30	39	30
Female	37	2784	37013	95	98	100	532	534	522	11	9	12	17	19	24	31	34	33	40	39	31
Male	44	2859	38430	98	98	99	510	531	521	20	10	14	24	19	22	22	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	23	1862	30486	100	99	99	493	515	505	25	13	18	20	25	29	40	35	32	15	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	49	3216	35192	98	98	99	536	544	534	10	6	8	17	15	19	23	32	35	50	46	39
Students with Disabilities	12	599	9708	100	100	100	485	484	489	13	35	32	50	28	27	25	21	24	13	15	17
Students without Disabilities	70	5052	65801	97	98	98	524	537	525	16	7	11	18	18	23	26	34	34	40	41	33
Limited English Proficient Students	11	1053	16928	100	100	100	474	506	485	44	17	29	11	27	33	33	33	26	11	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	39	2909	36411				500	514	503	22	14	19	22	24	29	39	34	32	17	27	20
Non-Economically Disadvantaged	43	2742	39040				539	550	534	10	5	8	20	14	19	15	32	34	55	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	82	5641	75492	98	98	100	529	522	519	9	11	12	14	14	16	42	48	47	34	27	24
All Students (Prior Year)	83	5584	75221	95	98	100	524	528	523	8	5	8	10	12	16	63	59	56	19	23	21
Female	36	2785	37014	92	98	100	539	526	523	9	9	10	12	13	15	27	49	48	52	29	27
Male	44	2850	38400	98	98	99	522	518	516	10	13	14	17	16	17	51	48	47	22	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	23	1851	30438	100	98	99	508	509	508	25	17	17	20	20	21	25	49	47	30	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	48	3215	35177	96	98	99	542	530	528	2	7	8	11	11	13	47	48	49	40	34	31
Students with Disabilities	12	589	9707	100	98	100	509	487	495	13	43	33	25	18	21	50	30	33	13	9	13
Students without Disabilities	70	5052	65785	97	98	98	532	525	522	9	7	10	13	14	16	41	50	49	37	28	26
Limited English Proficient Students	11	1047	16905	100	100	100	490	499	489	56	25	34	0	24	28	22	40	32	22	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	38	2904	36302				514	510	507	21	16	18	18	19	21	35	49	46	26	15	14
Non-Economically Disadvantaged	44	2737	39164				542	534	528	0	5	8	12	10	13	48	48	48	40	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	5611	75053	96	98	99	647	578	597	5	10	7	5	14	12	72	68	72	17	7	9
All Students (Prior Year)	76	5503	73654	87	97	99	523	530	530	10	7	9	11	12	13	74	77	70	4	5	7
Female	36	2774	36872	92	98	99	690	604	621	3	6	5	0	11	9	64	73	74	33	10	12
Male	43	2831	38109	96	97	99	603	552	573	8	14	10	10	17	14	80	64	69	3	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	22	1847	30235	96	98	98	592	541	575	16	14	9	5	17	14	68	66	70	11	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	48	3193	35028	96	97	99	662	599	613	2	8	6	6	12	10	72	70	73	19	10	11
Students with Disabilities	12	588	9625	100	98	100	650	489	530	0	33	21	0	23	21	100	42	55	0	2	4
Students without Disabilities	69	5023	65428	96	98	98	646	587	604	6	8	6	6	13	11	69	71	73	19	8	10
Limited English Proficient Students	11	1044	16765	100	100	100	562	524	525	33	16	17	11	20	20	56	63	60	0	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	37	2890	36077				584	542	566	9	14	10	6	17	16	79	65	69	6	3	5
Non-Economically Disadvantaged	44	2721	38950				696	613	618	2	6	5	5	11	9	67	71	73	26	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	100	5809	76019	100	99	100	529	514	499	5	9	14	25	34	39	15	13	14	54	44	33
All Students (Prior Year)	87	5726	76230	100	98	100	511	517	498	9	6	12	36	31	38	14	13	12	41	50	37
Female	42	2821	37207	100	99	100	530	514	499	3	8	12	26	35	41	15	13	14	56	44	33
Male	57	2979	38677	100	99	100	528	515	498	8	11	15	25	32	38	14	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	32	1790	29458	100	99	100	512	490	480	4	15	20	40	48	48	16	11	12	40	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	--	263	4735	--	100	100	--	476	466	--	27	28	--	41	49	--	11	10	--	21	13
White	59	3386	35880	100	98	100	535	529	515	7	5	7	19	26	32	12	14	16	61	55	45
Students with Disabilities	16	619	9786	100	100	100	448	460	457	38	40	39	46	39	40	15	7	7	0	14	13
Students without Disabilities	84	5190	66233	99	98	99	542	519	503	0	6	11	22	33	39	15	14	14	63	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	44	2753	35714				520	493	480	5	15	20	33	44	47	13	12	12	49	29	20
Non-Economically Disadvantaged	56	3056	40266				535	531	513	6	5	9	19	25	33	17	14	15	58	56	43

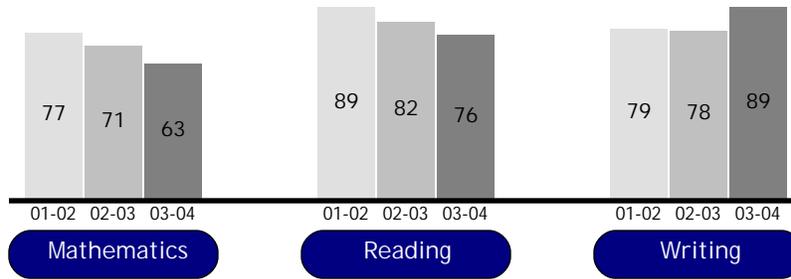
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	5803	76020	100	99	100	514	507	503	16	20	25	14	22	23	48	43	40	22	16	12
All Students (Prior Year)	87	5721	76202	100	98	100	513	510	505	8	11	19	27	21	24	47	53	46	18	14	11
Female	41	2820	37213	98	99	100	520	508	504	10	17	22	13	21	23	49	46	42	28	16	13
Male	56	2973	38666	98	99	100	510	505	501	20	22	29	16	22	22	46	41	38	18	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	32	1784	29442	100	99	99	499	496	494	20	33	37	20	26	26	52	34	31	8	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	--	263	4735	--	100	100	--	491	489	--	46	48	--	25	25	--	25	24	--	4	3
White	58	3386	35890	100	98	100	521	513	511	14	12	15	14	19	20	45	48	48	27	21	18
Students with Disabilities	16	617	9784	100	100	100	481	487	485	62	57	58	15	18	19	23	19	19	0	6	4
Students without Disabilities	83	5186	66236	98	98	99	520	509	504	8	16	23	14	22	23	52	45	42	26	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	46	2745	35703				505	497	494	18	31	37	15	26	26	49	36	31	18	8	6
Non-Economically Disadvantaged	53	3058	40274				522	514	509	14	11	17	14	18	20	47	49	47	25	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	100	5771	75673	100	98	100	562	530	530	13	15	12	16	25	25	59	56	58	11	5	4
All Students (Prior Year)	79	5622	74692	92	96	99	517	510	502	10	12	18	21	26	27	62	53	47	7	9	8
Female	41	2805	37099	98	98	100	587	549	548	8	10	8	10	22	22	74	62	64	8	6	6
Male	57	2956	38441	100	98	99	541	511	513	18	19	16	22	27	29	47	50	52	14	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	32	1776	29305	100	99	99	511	495	507	20	21	16	28	33	31	52	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	--	261	4707	--	99	100	--	486	492	--	23	19	--	33	33	--	43	46	--	1	1
White	59	3366	35760	100	98	99	582	549	550	11	11	9	12	20	21	61	62	64	16	7	6
Students with Disabilities	16	605	9706	100	100	100	457	444	462	46	48	36	15	24	32	31	25	31	8	2	1
Students without Disabilities	84	5166	65967	99	98	99	579	537	536	8	12	10	17	25	25	64	59	60	12	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	46	2731	35541				519	500	504	21	20	17	15	31	31	62	47	50	3	2	2
Non-Economically Disadvantaged	54	3040	40091				593	553	550	8	10	9	17	19	21	58	63	64	17	7	6

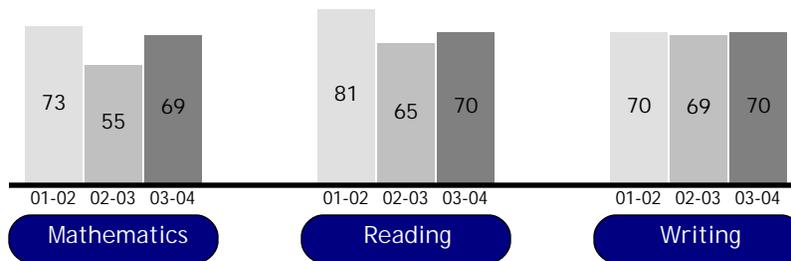
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	67	51	44	100	64	61	50	90	57	NA	58
	Language	100	49	42	39	100	45	49	43	96	42	53	50
	Mathematics	100	65	57	52	100	59	67	57	98	51	71	64
3	Reading	100	63	50	43	93	60	57	47	100	61	NA	55
	Language	100	58	53	50	93	57	61	54	100	67	63	61
	Mathematics	100	56	55	50	90	59	64	54	100	57	66	61
4	Reading	100	59	51	47	97	68	62	52	96	71	NA	56
	Language	100	53	47	45	98	59	54	48	98	62	55	52
	Mathematics	100	62	59	52	100	71	68	57	98	74	68	61
5	Reading	100	60	51	46	94	59	59	50	92	71	NA	55
	Language	100	55	45	43	95	54	53	46	95	63	55	49
	Mathematics	100	66	63	54	98	64	68	57	98	77	71	63
6	Reading	100	66	56	49	97	68	62	53	96	60	NA	56
	Language	100	54	47	42	96	61	53	45	96	57	55	48
	Mathematics	100	73	71	58	97	79	75	62	96	72	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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü Homework
- Ü SIAC Goals

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	1.50	Teacher Aide	9.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	0
4 to 6 years	2	1	1	0
7 to 9 years	1	3	0	0
10 or more years	4	19	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 31
 Core academic classes taught by Highly Qualified (NCLB) teachers. 34
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Labs (2)
- Ü Media Center
- Ü Multipurpose Room

Extracurricular Activities

- Ü Student Council
- Ü After School Clubs
- Ü After School Sports
- Ü Band/Orchestra/Choir
- Ü KSTR-Video Club
- Ü All Star Reading-after school program
- Ü Star Science-after school program
- Ü Tutoring-after school

Social Services

- Ü Lunch Program
- Ü Parenting Assistance
- Ü Counseling
- Ü After School Child Care
- Ü Breakfast Program
- Ü Before School Child Care

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The majority of Robson teachers and students met or exceeded their 2003-04 academic goals in reading, language arts and mathematics.
- ü The staff continued to provide a safe, caring learning environment for Robson students.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	100	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	61	65
Grades 3-4	81	86
Grades 4-5	72	69
Grades 5-6	78	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

All regular classes are in the main building. Entrances are locked and visitors must enter through the front door. Adults coming to pick up students are asked to show picture ID. In the event of suspicious activity we lock-down 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	Jane Carretta	(480) 472-6600
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Jane Carretta	(480) 472-6600
School Nutrition Programs	Jill Benza	(480) 472-0909
Parent Organization	Jane Carretta	(480) 472-6600
Student Health/Nurse	Kathy Klamka	(480) 472-6650

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.