



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3807 E Pueblo, Mesa, AZ 85206

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	Highly Performing
2001-02	Improving

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

School Overview

Principal/Administrator : Dr. Roberta Trujillo-Diaz
 Schedule : 7:30 AM to 3:30 PM
 Grades : Pre-K-6
 2004 Enrollment : 785
 Web Address :
 Phone Number : (480) 472-6800
 Fax Number :
 E-mail : rtdiaz@mpsaz.org

Mission

Our mission is to provide a quality teaching and learning environment that focuses on RESPECT, life skills, reading, math, writing, technology, and the physical and emotional development of students. Provide a quality environment.

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 Each grade level at Johnson will score at or above the district average on AIMS, Stanford 9, and district tests.
- ü Recognize students for their successes in academics, athletics, arts, leadership, citizenship and service.
- ü Top Gun math tests provide math timed tests second semester first through sixth grades.
- ü Accelerated Reading program provides additional reading skill strategies and practice for students K-6.

Enrollment

October 1, 2003 School Year Student Enrollment : 808
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 112

Instructional Programs

- Ü Early Kindergarten and Kindergarten
- Ü Montessori K-6
- Ü On-site Special Education and Preschool
- Ü ESL/ELL Program K-6
- Ü Top Gun - Timed Math Tests (Monthly)
- Ü Accelerated Reading Program (K-6)
- Ü Character First Program
- Ü Extended Learning Program (Gifted Ed)

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

Comprehensive elementary. Gifted. At-risk preschool. On-site special education. Total school Character First program.

Parents

Continue to improve the reading, math, and language skills of students so they will score at or above the district average on AIMS, Stanford 9, and district testing. Encourage parents to participate in their child's school, activities and programs.

Transportation Policy

Busing is provided for students who live more than one mile from the school to which they are assigned. Transportation 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 A+ School	1989
Ü National Arts Award 1996 & 1997	1996
Ü RESPECT and Character Education Site	2001
Ü District Master Teachers, 1995-2004	2001

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	108	5651	75509	98	98	100	528	532	521	11	9	13	16	19	23	35	33	33	37	39	31
All Students (Prior Year)	110	5599	75372	100	98	100	548	536	523	1	5	9	10	18	25	43	38	36	47	39	30
Female	55	2784	37013	96	98	100	519	534	522	11	9	12	23	19	24	34	34	33	32	39	31
Male	53	2859	38430	100	98	99	537	531	521	12	10	14	10	19	22	37	32	33	42	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	21	1862	30486	100	99	99	512	515	505	11	13	18	28	25	29	50	35	32	11	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	78	3216	35192	99	98	99	528	544	534	13	6	8	13	15	19	33	32	35	41	46	39
Students with Disabilities	11	599	9708	85	100	100	448	484	489	55	35	32	27	28	27	18	21	24	0	15	17
Students without Disabilities	97	5052	65801	100	98	98	537	537	525	6	7	11	15	18	23	37	34	34	41	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	36	2909	36411				503	514	503	18	14	19	33	24	29	27	34	32	21	27	20
Non-Economically Disadvantaged	72	2742	39040				539	550	534	8	5	8	8	14	19	39	32	34	44	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	108	5641	75492	98	98	100	524	522	519	10	11	12	12	14	16	50	48	47	29	27	24
All Students (Prior Year)	109	5584	75221	99	98	100	539	528	523	1	5	8	5	12	16	62	59	56	32	23	21
Female	55	2785	37014	96	98	100	523	526	523	9	9	10	13	13	15	53	49	48	25	29	27
Male	53	2850	38400	100	98	99	525	518	516	10	13	14	12	16	17	46	48	47	33	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	21	1851	30438	100	98	99	507	509	508	11	17	17	28	20	21	56	49	47	6	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	78	3215	35177	99	98	99	524	530	528	10	7	8	10	11	13	49	48	49	31	34	31
Students with Disabilities	11	589	9707	85	98	100	471	487	495	64	43	33	18	18	21	18	30	33	0	9	13
Students without Disabilities	97	5052	65785	100	98	98	530	525	522	3	7	10	12	14	16	53	50	49	32	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	36	2904	36302				504	510	507	21	16	18	21	19	21	45	49	46	12	15	14
Non-Economically Disadvantaged	72	2737	39164				534	534	528	4	5	8	8	10	13	51	48	48	36	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	108	5611	75053	98	98	99	581	578	597	13	10	7	19	14	12	60	68	72	8	7	9
All Students (Prior Year)	107	5503	73654	97	97	99	539	530	530	1	7	9	5	12	13	86	77	70	8	5	7
Female	55	2774	36872	96	98	99	586	604	621	13	6	5	21	11	9	55	73	74	11	10	12
Male	53	2831	38109	100	97	99	576	552	573	13	14	10	17	17	14	65	64	69	4	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	21	1847	30235	100	98	98	535	541	575	17	14	9	39	17	14	44	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	78	3193	35028	99	97	99	580	599	613	14	8	6	15	12	10	63	70	73	8	10	11
Students with Disabilities	11	588	9625	85	98	100	421	489	530	55	33	21	36	23	21	9	42	55	0	2	4
Students without Disabilities	97	5023	65428	100	98	98	600	587	604	9	8	6	17	13	11	66	71	73	9	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	36	2890	36077				523	542	566	24	14	10	24	17	16	52	65	69	0	3	5
Non-Economically Disadvantaged	72	2721	38950				608	613	618	8	6	5	17	11	9	64	71	73	11	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	107	5809	76019	96	99	100	518	514	499	6	9	14	29	34	39	18	13	14	47	44	33
All Students (Prior Year)	97	5726	76230	97	98	100	529	517	498	4	6	12	26	31	38	14	13	12	55	50	37
Female	46	2821	37207	94	99	100	510	514	499	7	8	12	30	35	41	18	13	14	45	44	33
Male	59	2979	38677	95	99	100	521	515	498	5	11	15	29	32	38	17	13	13	48	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	19	1790	29458	90	99	100	483	490	480	6	15	20	59	48	48	18	11	12	18	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	78	3386	35880	96	98	100	524	529	515	5	5	7	23	26	32	18	14	16	53	55	45
Students with Disabilities	12	619	9786	92	100	100	453	460	457	42	40	39	42	39	40	8	7	7	8	14	13
Students without Disabilities	95	5190	66233	97	98	99	527	519	503	1	6	11	27	33	39	20	14	14	52	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	28	2753	35714				475	493	480	12	15	20	64	44	47	12	12	12	12	29	20
Non-Economically Disadvantaged	79	3056	40266				532	531	513	4	5	9	18	25	33	20	14	15	58	56	43

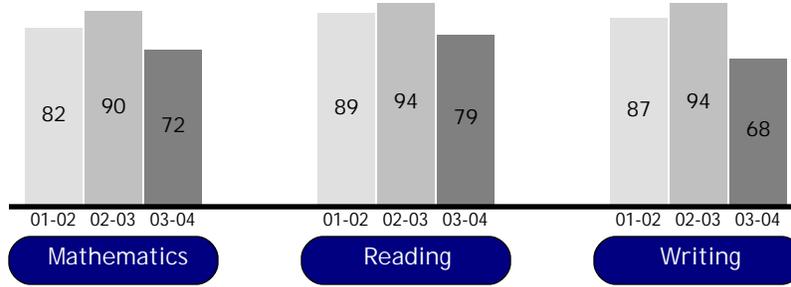
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	5803	76020	96	99	100	512	507	503	11	20	25	17	22	23	51	43	40	21	16	12
All Students (Prior Year)	96	5721	76202	96	98	100	511	510	505	3	11	19	26	21	24	54	53	46	17	14	11
Female	46	2820	37213	94	99	100	507	508	504	14	17	22	11	21	23	57	46	42	18	16	13
Male	59	2973	38666	95	99	100	515	505	501	9	22	29	22	22	22	47	41	38	22	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	19	1784	29442	90	99	99	494	496	494	24	33	37	41	26	26	35	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	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	78	3386	35890	96	98	100	514	513	511	8	12	15	14	19	20	52	48	48	26	21	18
Students with Disabilities	12	617	9784	92	100	100	486	487	485	42	57	58	33	18	19	17	19	19	8	6	4
Students without Disabilities	95	5186	66236	97	98	99	515	509	504	7	16	23	15	22	23	55	45	42	23	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	28	2745	35703				491	497	494	28	31	37	44	26	26	24	36	31	4	8	6
Non-Economically Disadvantaged	79	3058	40274				518	514	509	5	11	17	9	18	20	59	49	47	27	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	107	5771	75673	96	98	100	529	530	530	13	15	12	29	25	25	51	56	58	7	5	4
All Students (Prior Year)	93	5622	74692	93	96	99	520	510	502	3	12	18	28	26	27	56	53	47	13	9	8
Female	46	2805	37099	94	98	100	549	549	548	11	10	8	25	22	22	50	62	64	14	6	6
Male	59	2956	38441	95	98	99	516	511	513	16	19	16	29	27	29	53	50	52	2	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	19	1776	29305	90	99	99	500	495	507	12	21	16	53	33	31	29	44	51	6	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	78	3366	35760	96	98	99	538	549	550	13	11	9	23	20	21	56	62	64	8	7	6
Students with Disabilities	12	605	9706	92	100	100	442	444	462	42	48	36	25	24	32	33	25	31	0	2	1
Students without Disabilities	95	5166	65967	97	98	99	540	537	536	10	12	10	29	25	25	53	59	60	8	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	28	2731	35541				472	500	504	24	20	17	44	31	31	32	47	50	0	2	2
Non-Economically Disadvantaged	79	3040	40091				547	553	550	10	10	9	24	19	21	57	63	64	9	7	6

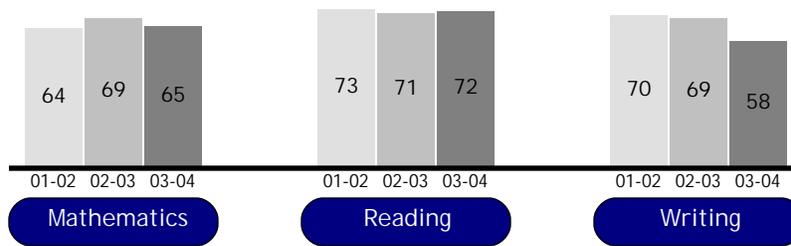
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	67	51	44	94	72	61	50	88	73	NA	58
	Language	99	61	42	39	98	59	49	43	93	62	53	50
	Mathematics	98	70	57	52	94	78	67	57	94	75	71	64
3	Reading	100	71	50	43	98	71	57	47	95	65	NA	55
	Language	100	66	53	50	100	74	61	54	94	69	63	61
	Mathematics	100	72	55	50	99	76	64	54	94	69	66	61
4	Reading	100	66	51	47	93	73	62	52	93	71	NA	56
	Language	100	59	47	45	97	60	54	48	92	62	55	52
	Mathematics	100	73	59	52	98	77	68	57	95	72	68	61
5	Reading	100	59	51	46	99	69	59	50	94	72	NA	55
	Language	100	56	45	43	98	62	53	46	96	60	55	49
	Mathematics	100	69	63	54	99	79	68	57	95	72	71	63
6	Reading	100	64	56	49	95	70	62	53	89	64	NA	56
	Language	100	55	47	42	97	57	53	45	92	55	55	48
	Mathematics	99	73	71	58	96	81	75	62	91	82	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)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Discipline
- Ü School Safety Issues
- Ü Attendance
- Ü Homework
- Ü Respect Program
- Ü Parent/Cooperation/Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	1.50	Teacher Aide	22.00

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	4	1	0	0
7 to 9 years	3	4	0	0
10 or more years	11	22	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 33
 Core academic classes taught by Highly Qualified (NCLB) teachers. 99
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Johnson Montessori School on Campus K-6
- Ü Media Center
- Ü Computer Lab
- Ü Responsibility Room

Extracurricular Activities

- Ü Kdg., 2nd, 3rd, Montessori, Plays
- Ü Battle of the Books Club
- Ü Student Council
- Ü Top Gun Math Club
- Ü Character First Program
- Ü Fifth Grade Historical Living Museum
- Ü After School Sports Program
- Ü Johnson Elem. School Tutor Program

Social Services

- Ü Johnson Montessori School on Campus K-6
- Ü Gifted Classes 3-6
- Ü Character Education
- Ü Health Services/HIV Classes/Screenings
- Ü PTO Community Support
- Ü School Psychologist Two Days a Week

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Continue to build self-esteem by giving each student the opportunity to be recognized as special, important and great Johnson School contributors.
- ü Appreciate, encourage and communicate the celebration of diversity and respect for, and acceptance of, cultural and individual differences.
- ü 2003-04 Veora E. Johnson MLK, City of Mesa School Spirit Award. 2003-04 Veora E. Johnson MLK, Spirit of Unity Educator of the Year Award presented to Dr. Roberta T. Diaz, Principal.
- ü 2003-04 Governor of Arizona Award presented to V.E. Johnson Elementary for Anti-Bully Program (4 yrs). Gifted Teacher of the Year- Syd McDaniel, 2002-2004

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)	1	10	9	9
Promotion Rate ⁸	93	98	98	94
Retention Rate ⁹	6	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	50	60
Grades 3-4	61	65
Grades 4-5	70	59
Grades 5-6	81	86

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

Promote RESPECT and Character First strategies via curricula, social activities, programs and all school functions. Review prevention strategies via age-appropriate videos, presentations and literature. Promote a strong parent volunteer program.

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) :

2

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	Roberta T. Diaz	(480) 472-6800
Transportation Policy	Larry Huffaker	(623) 472-8950
Community Resources	Community Relations	(480) 472-0223
School Nutrition Programs	Office	(602) 472-0908
Parent Organization	Rob Thomes	(480) 472-6800
Student Health/Nurse	M. Germaine/D. Anstine	(480) 472-6751

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.