

Mendoza Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

5831 E. McLellan Road, Mesa, AZ 85205

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 *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Fredi Buffmire
Schedule : 8:00 AM to 4:00 PM
Grades : Pre-K-6
2003 Enrollment : 824
Web Address :
Phone Number : (480) 472-2000
Fax Number : (480) 472-1999
E-mail : fbuffmir@mpsaz.org

Mission

Mendoza follows Mesa Public Schools' curriculum. Arizona State Standards are taught. Each child is valued as an individual. Respect, restraint, and responsibility are guiding principles. We encourage activities that foster a love of learning.

School / Academic Goals

- ü Decrease the number of students whose test scores fall in the lowest quartile. Address skills that children have not mastered. Give students a variety of test format experiences using grade-level subject matter.
- ü Integrate content, build on prior knowledge. Connect learning to life wherever possible. Utilize what we know about learning and the brain.

Instructional Programs

- ü Basic Skills
- ü Renaissance Reading
- ü Computer Lab Instruction
- ü Pre-Kindergarten/Kindergarten

Enrollment

October 1, 2002 School Year Student Enrollment : 865
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 100

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/14/2003
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Address Attendance Concerns
- ü Recommend Resources and Activities
- ü Recommend Facilities Improvements
- ü Approve Trips/Use of Tax Credit Dollars
- ü Monitor Test Data
- ü Monitor School Safety/Crisis Plans

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	47.00
Other Professional Staff	1.00	Teacher Aide	12.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	6	1	0	0
7 to 9 years	1	2	0	0
10 or more years	8	23	1	0

Shared Responsibilities

School

Mendoza strives to educate each child to his/her fullest potential in a rapidly changing society. Mendoza encourages regular home school communication and welcomes parents in a wide variety of activities and services.

Parents

We ask parents to work with staff to improve achievement. Parents help when they read with children, limit TV; have a time/place for homework, ensure regular, on time attendance, and reinforce school efforts to ensure safe, positive student behavior.

Resources Available at School Site

Special Facilities

- ü Outdoor Life Lab/Garden/Performance Area
- ü Computer Lab/Media Center

Extracurricular Activities

- ü Student Council
- ü Recreational Activities
- ü Battle of the Books
- ü Chorus/Band/Orchestra

Social Services

- ü Free/Reduced Lunch Program
- ü Before/After School Care Program
- ü Health/Counseling Services
- ü Tutoring

Transportation Policy

Students who live more than one mile from their assigned school have bus service. Open enrollment students are not bused. Students in some district programs may have bus services. Walkers and bicycle riders must observe local laws and safe behavior.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Mendoza has a reading support program. Two classrooms in grades one and two are designed to prevent early school failure. Our goal is to promote on-grade level achievement. 301 dollars were used for our reading program. Test scores are improving.
- ü Mendoza voluntarily hosts two programs that enrich campus resources. The district behavior program, Growing Up Successfully (GUS), and classes for mildly mentally retarded youngsters now accommodate qualified children from grades K-6.

School Honors

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

Award/Honor	Year
ü District Writing Awards	2003
ü Battle of the Books Semi-finalists	2003
ü Named daVinci Robot System at Mesa General Hospital	2003
ü Donated \$7000+ to Phoenix Children's Hospital	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	25	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	12	10	10	9
Promotion Rate ⁶	97	99	98	95
Retention Rate ⁷	3	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	45	39
Grades 3-4	89	91
Grades 4-5	73	73
Grades 5-6	79	96

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 2002-03. 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 2003. 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. 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).

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	99	5599	75372	99	98	101	533	536	523	4	5	9	23	18	25	38	38	36	35	39	30
All Students (Prior Year)	128	5637	70809	NA	NA	NA	526	529	518	4	6	11	24	21	27	38	37	35	33	36	27
Female	50	2725	36901	100	99	101	534	536	524	4	5	8	17	19	25	38	38	36	40	39	31
Male	49	2874	38385	98	98	101	531	536	523	4	5	9	29	17	24	37	38	36	31	39	30
African American	NC	186	3589	NC	96	96	NC	516	501	NC	9	18	NC	30	33	NC	39	33	NC	22	16
Hispanic	13	1758	29103	100	98	99	495	522	510	18	6	12	36	25	31	36	42	36	9	27	20
Asian/Pacific Islander	NC	125	1574	NC	98	96	NC	548	549	NC	2	3	NC	14	14	NC	36	34	NC	48	48
American Indian/Alaskan Native	NC	224	5086	NC	100	114	NC	502	491	NC	17	22	NC	33	38	NC	34	28	NC	16	12
White	79	3280	34597	98	98	98	540	544	535	1	3	4	21	14	20	37	37	38	41	46	38
Students with Disabilities	10	544	8057	143	101	99	517	500	496	22	23	23	11	25	31	44	29	28	22	23	17
Students without Disabilities	89	5055	67315	96	98	101	534	539	525	2	4	8	24	17	24	37	39	37	37	40	31
Limited English Proficient Students	NC	606	16925	NC	109	112	NC	490	482	NC	14	27	NC	39	40	NC	43	26	NC	4	7
Migrant Students	--	47	869				--	519	501	--	10	17	--	24	30	--	43	39	--	24	14
Economically Disadvantaged	--	2269	26325				--	519	504	--	8	15	--	26	34	--	40	33	--	26	18
Non-Economically Disadvantaged	99	3330	49047				533	546	530	4	3	6	23	13	21	38	37	37	35	47	35

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	96	5584	75221	96	98	101	523	528	523	6	5	8	14	12	16	60	59	56	19	23	21
All Students (Prior Year)	131	5645	70860	NA	NA	NA	533	532	524	2	5	9	16	13	17	48	47	45	34	36	30
Female	48	2719	36833	96	98	100	523	531	526	7	4	6	11	11	15	67	59	56	15	25	23
Male	48	2865	38319	96	98	101	524	525	520	6	6	9	17	13	17	53	59	56	23	22	18
African American	NC	187	3597	NC	96	97	NC	516	510	NC	9	14	NC	20	22	NC	57	53	NC	14	11
Hispanic	13	1750	29019	100	98	99	489	518	513	18	7	12	45	18	21	27	60	55	9	15	13
Asian/Pacific Islander	NC	125	1572	NC	98	95	NC	533	536	NC	2	2	NC	10	9	NC	59	57	NC	29	31
American Indian/Alaskan Native	NC	221	5071	NC	99	114	NC	507	502	NC	17	20	NC	23	27	NC	50	46	NC	10	8
White	77	3278	34543	95	98	97	529	533	531	4	4	4	11	9	12	63	59	58	22	28	26
Students with Disabilities	NC	543	8006	NC	100	99	NC	501	505	NC	26	22	NC	22	23	NC	41	42	NC	11	13
Students without Disabilities	87	5041	67215	94	98	101	525	530	524	5	4	7	15	12	16	60	60	56	20	24	21
Limited English Proficient Students	NC	598	16853	NC	107	112	NC	487	489	NC	19	29	NC	48	36	NC	33	32	NC	0	3
Migrant Students	--	48	866				--	519	503	--	5	19	--	18	23	--	50	49	--	27	8
Economically Disadvantaged	--	2266	26256				--	516	509	--	10	14	--	19	24	--	57	51	--	14	11
Non-Economically Disadvantaged	96	3318	48965				523	534	528	6	3	5	14	8	13	60	60	58	19	29	24

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	97	5503	73654	97	97	99	521	530	530	5	7	9	22	12	13	71	77	70	2	5	7
All Students (Prior Year)	102	5419	68592	NA	NA	NA	539	546	542	4	6	9	13	10	12	73	67	63	9	16	16
Female	49	2681	36239	98	97	99	522	536	537	2	5	7	28	10	11	65	78	72	4	8	10
Male	48	2821	37301	96	96	98	520	525	523	9	8	12	15	13	15	77	75	68	0	3	5
African American	NC	185	3488	NC	95	94	NC	517	515	NC	12	16	NC	17	18	NC	67	62	NC	3	4
Hispanic	13	1731	28348	100	97	96	496	522	520	9	9	13	55	15	17	36	72	65	0	4	5
Asian/Pacific Islander	NC	124	1558	NC	97	95	NC	538	547	NC	4	3	NC	9	8	NC	82	76	NC	4	13
American Indian/Alaskan Native	NC	221	4947	NC	99	111	NC	509	507	NC	17	22	NC	21	22	NC	61	53	NC	1	3
White	77	3221	33924	95	96	96	526	535	537	4	4	5	17	10	10	76	80	75	3	6	9
Students with Disabilities	NC	512	7306	NC	95	90	NC	501	506	NC	28	24	NC	19	20	NC	49	52	NC	4	4
Students without Disabilities	88	4991	66348	95	97	100	523	532	531	5	5	8	21	11	13	72	78	71	2	5	8
Limited English Proficient Students	NC	591	16422	NC	106	109	NC	492	495	NC	33	30	NC	22	27	NC	44	43	NC	0	0
Migrant Students	--	47	849				--	526	511	--	14	19	--	18	22	--	64	56	--	5	4
Economically Disadvantaged	--	2230	25711				--	519	514	--	12	16	--	17	19	--	68	61	--	3	3
Non-Economically Disadvantaged	97	3273	47943				521	536	535	5	3	7	22	9	11	71	81	74	2	7	9

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	135	5726	76230	95	98	101	527	517	498	4	6	12	23	31	38	15	13	12	58	50	37
All Students (Prior Year)	157	5695	72888	NA	NA	NA	511	512	494	7	8	14	34	34	40	16	12	12	43	47	34
Female	62	2807	37247	97	98	100	522	517	500	2	5	11	29	33	40	16	13	13	53	49	37
Male	73	2914	38725	94	97	101	532	517	497	6	8	14	18	29	37	14	13	12	62	51	37
African American	NC	215	3594	NC	93	96	NC	490	476	NC	15	22	NC	42	46	NC	12	11	NC	32	21
Hispanic	13	1717	28100	87	99	98	508	497	482	18	10	18	18	41	47	18	14	11	45	34	24
Asian/Pacific Islander	NC	117	1447	NC	97	95	NC	534	527	NC	2	5	NC	31	26	NC	10	11	NC	58	58
American Indian/Alaskan Native	NC	241	5292	NC	92	113	NC	490	463	NC	12	31	NC	47	47	NC	14	8	NC	27	14
White	115	3411	35389	97	97	96	531	527	514	2	4	6	24	25	32	14	13	14	60	58	48
Students with Disabilities	12	563	9022	100	107	105	490	475	465	33	25	31	0	40	43	0	13	8	67	23	17
Students without Disabilities	123	5163	67208	95	97	100	528	519	500	3	5	12	24	30	38	15	13	12	58	52	38
Limited English Proficient Students	NC	566	14826	NC	111	113	NC	458	460	NC	30	31	NC	54	51	NC	7	8	NC	9	10
Migrant Students	--	39	837				--	496	478	--	0	19	--	61	51	--	11	8	--	28	21
Economically Disadvantaged	--	2180	25037				--	494	477	--	11	21	--	43	47	--	13	11	--	32	21
Non-Economically Disadvantaged	135	3546	51193				527	528	507	4	4	9	23	24	35	15	13	13	58	59	43

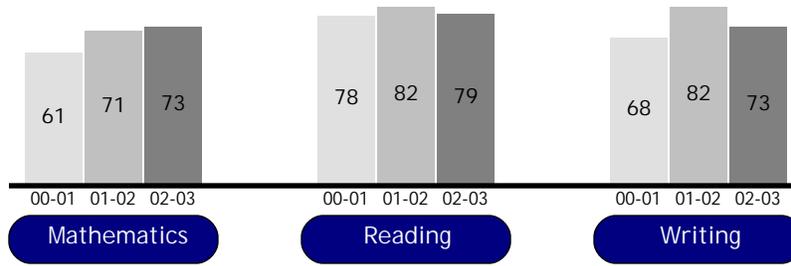
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	5721	76202	96	98	101	508	510	505	10	11	19	22	21	24	57	53	46	10	14	11
All Students (Prior Year)	156	5688	72779	NA	NA	NA	510	510	505	10	13	21	19	19	20	47	48	43	24	20	15
Female	63	2811	37231	98	98	100	508	512	507	9	9	16	16	20	24	67	56	48	9	16	13
Male	74	2906	38718	95	97	101	509	509	503	12	13	22	28	23	24	48	51	44	12	13	10
African American	NC	212	3600	NC	92	97	NC	501	497	NC	22	28	NC	26	29	NC	45	39	NC	7	5
Hispanic	13	1708	28090	87	98	98	504	503	497	18	18	28	18	27	30	55	47	37	9	8	5
Asian/Pacific Islander	NC	116	1443	NC	96	95	NC	514	515	NC	9	9	NC	29	19	NC	47	53	NC	16	19
American Indian/Alaskan Native	NC	247	5311	NC	95	113	NC	499	491	NC	20	38	NC	30	31	NC	44	28	NC	6	3
White	116	3411	35371	98	97	96	510	514	512	9	7	10	21	18	20	58	57	54	11	17	16
Students with Disabilities	13	566	9097	108	107	106	496	496	493	33	29	39	0	32	27	67	33	29	0	6	5
Students without Disabilities	124	5155	67105	95	97	100	509	511	506	10	10	18	23	21	24	57	55	47	11	15	12
Limited English Proficient Students	NC	563	14780	NC	110	113	NC	485	486	NC	52	50	NC	32	32	NC	16	18	NC	0	1
Migrant Students	--	39	832				--	498	492	--	29	36	--	24	31	--	41	31	--	6	3
Economically Disadvantaged	--	2173	24961				--	503	495	--	19	32	--	28	30	--	46	34	--	7	4
Non-Economically Disadvantaged	137	3548	51241				508	514	509	10	7	14	22	18	22	57	57	51	10	17	14

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	134	5622	74692	94	96	99	518	510	502	8	12	18	20	26	27	63	53	47	9	9	8
All Students (Prior Year)	150	5511	70710	NA	NA	NA	528	523	512	9	11	17	27	24	26	39	46	42	24	19	16
Female	62	2776	36710	97	97	99	524	516	509	3	9	14	22	24	26	64	56	50	10	10	10
Male	72	2843	37742	92	95	98	512	504	495	12	16	22	18	27	28	63	50	44	7	7	6
African American	NC	210	3516	NC	91	94	NC	492	487	NC	23	26	NC	27	31	NC	49	39	NC	1	4
Hispanic	13	1689	27492	87	97	96	503	493	486	27	20	27	9	33	32	55	44	38	9	4	4
Asian/Pacific Islander	NC	114	1428	NC	94	94	NC	523	528	NC	11	8	NC	26	20	NC	45	54	NC	18	18
American Indian/Alaskan Native	NC	240	5166	NC	92	110	NC	489	470	NC	23	39	NC	34	32	NC	40	27	NC	3	2
White	114	3344	34785	97	95	94	520	519	517	6	9	10	20	23	23	65	58	56	9	11	11
Students with Disabilities	10	502	8428	83	95	98	493	481	472	33	31	38	0	29	30	67	38	29	0	3	3
Students without Disabilities	124	5120	66264	95	96	99	518	512	503	7	12	17	20	26	27	63	54	48	9	9	8
Limited English Proficient Students	NC	552	14363	NC	108	109	NC	451	459	NC	62	47	NC	26	34	NC	12	19	NC	0	1
Migrant Students	--	39	814				--	494	475	--	22	33	--	33	37	--	33	27	--	11	2
Economically Disadvantaged	--	2143	24507				--	491	480	--	22	31	--	32	33	--	42	33	--	4	3
Non-Economically Disadvantaged	134	3479	50185				518	520	511	8	8	13	20	23	24	63	59	53	9	11	10

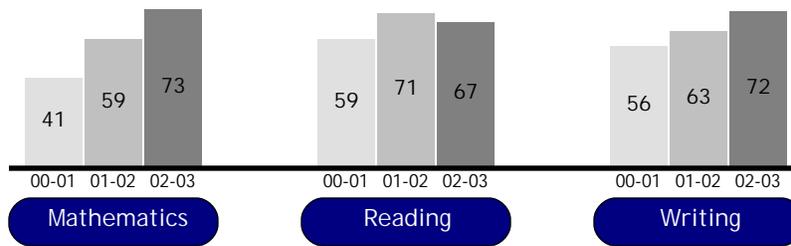
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	64	60	53	95	55	51	44	98	74	61	50
	Language	95	58	47	45	95	49	42	39	98	62	49	43
	Mathematics	95	77	63	56	96	71	57	52	96	82	67	57
3	Reading	92	51	56	50	96	54	50	43	98	56	57	47
	Language	95	51	58	55	93	60	53	50	97	60	61	54
	Mathematics	92	51	60	53	97	54	55	50	98	64	64	54
4	Reading	95	65	61	55	100	59	51	47	99	73	62	52
	Language	96	60	53	50	100	46	47	45	98	63	54	48
	Mathematics	95	67	66	56	100	62	59	52	99	80	68	57
5	Reading	97	56	59	51	100	58	51	46	98	67	59	50
	Language	98	50	50	46	100	50	45	43	99	59	53	46
	Mathematics	98	64	66	56	100	64	63	54	98	77	68	57
6	Reading	99	69	62	54	99	63	56	49	99	71	62	53
	Language	97	58	52	46	99	49	47	42	98	63	53	45
	Mathematics	97	82	73	61	99	76	71	58	98	84	75	62

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 Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Traffic patterns and student drop off are reviewed annually. Emergency/evacuation procedures are in place. Students practice regularly in the event an incident requires them to remain in classrooms or to evacuate. SRO available at Jr. High next door.

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) :

10

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	Frederica Buffmire	(480) 472-1952
Transportation Policy	Judi Willis	(480) 472-7201
Community Resources	Gary Ingle	(480) 472-1957
School Nutrition Programs	Shawn Scott	(480) 472-1964
Parent Organization	Mary Foster	(480) 891-4150
Student Health/Nurse	Trisha Russell	(480) 472-1955

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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