

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5831 East 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 (a)

2004-05	Highly Performing
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Ms. Frederica Buffmire
 Schedule : 07:45 AM to 03:45 PM
 Grades : Pre-K-6
 2005 Enrollment : 767
 Web Address : www.mpsaz.org/mendoza/
 Phone Number : (480) 472-2000
 Fax Number : (480) 472-1999
 E-mail : fbuffmir@mpsaz.org

Mission

Mendoza wants to provide students with opportunities to reach their potential and to prepare them for success in life.

We offer a wide variety of education styles, learning settings and resources to meet their needs.

The Mendoza staff is dedicated to fostering a love of learning by offering solid academic guidance and challenging classroom settings.

We are committed to creating an educational environment that is a respectful joint venture involving our staff, learners, and home.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Utilize 301 funds for year long staff development and classroom modeling to refine teaching skills in the comprehension of informational text. Grade levels will work on specific standards that are required.
- ü Integrate science content and material; build on prior knowledge. Connect learning to life wherever possible. Utilize what we know about learning and the brain. Teach for understanding.
- ü Meet the achievement goals set by each grade level in reading and writing. Implement new math adoption and manipulatives commensurate with district curriculum and student achievement.
- ü Continue refinement of two additional programs (K-2 Montessori and Special Education/ED in our school community. Inform families and staff about these new resources and their goals.

Enrollment

October 1, 2004 School Year Student Enrollment : 823
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 160

Instructional Programs

- Ü Montessori
- Ü Renaissance Reading
- Ü Computer Lab Instruction
- Ü Pre-Kindergarten/Young Kindergarten
- Ü Growing Up Successfully
- Ü Primary Early Intervention
- Ü After School Tutoring
- Ü Reading Lab

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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 television; have a time/place for homework, ensure regular, on time attendance, and reinforce school efforts to ensure safe, positive student behavior.

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 and some special education students may have bus services. Walkers and bicycle riders must observe local laws and safe behavior.

School Honors

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

Award/Honor	Year
Ü District Writing Awards	2004
Ü Battle of the Books District Finalists	2004
Ü Named daVinci Robot System at Mesa General Hospital	2003
Ü Donated \$7000+ to Phoenix Children's Hospital	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	131	5983	79306	100	99	99	461	454	445	6	6	10	9	15	18	49	53	51	36	26	20
All Students (Prior Year)	115	5651	75509	100	98	100	535	532	521	7	9	13	19	19	23	38	33	33	36	39	31
Female	62	2922	38691	100	99	99	472	454	446	2	5	10	4	16	18	57	53	52	38	25	20
Male	69	3060	40583	100	99	99	450	455	445	10	7	11	13	14	18	42	52	50	35	27	21
African American	NC	269	4041	NC	100	99	NC	429	426	NC	12	17	NC	19	23	NC	57	50	NC	12	10
Hispanic	18	2187	32869	95	100	99	413	437	429	7	9	15	13	21	25	73	58	51	7	12	10
Asian/Pacific Islander	NC	150	1935	NC	99	99	NC	468	474	NC	5	3	NC	9	9	NC	48	48	NC	37	40
American Indian/Alaskan Native	NC	221	4264	NC	98	100	NC	437	419	NC	9	19	NC	27	30	NC	54	45	NC	10	6
White	104	3156	36197	100	99	99	468	468	463	5	4	5	9	10	11	45	49	53	41	37	31
Students with Disabilities	20	685	10321	100	100	100	345	377	389	29	25	30	24	29	27	35	37	34	12	9	9
Students without Disabilities	111	5298	69060	100	99	98	480	464	454	2	4	7	6	13	17	52	55	54	40	28	22
Limited English Proficient Students	NC	703	15509	NC	100	100	NC	391	406	NC	17	20	NC	28	30	NC	49	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	48	3051	39415	100	97	96	444	442	431	8	9	15	11	21	25	68	56	50	14	14	10
Non-Economically Disadvantaged	83	2932	39966	100	100	100	468	466	459	5	4	6	8	9	12	41	50	52	47	38	30

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	131	5986	79395	100	0	99	458	454	446	5	6	9	13	21	25	67	60	55	15	13	11
All Students (Prior Year)	115	5641	75492	100	98	100	522	522	519	5	11	12	21	14	16	49	48	47	26	27	24
Female	62	2926	38743	100	0	100	471	458	451	2	5	7	5	20	24	77	61	57	16	15	12
Male	69	3059	40618	100	0	99	445	450	440	8	7	11	20	23	27	58	58	53	13	12	9
African American	NC	269	4052	NC	0	100	NC	434	434	NC	9	11	NC	24	29	NC	60	54	NC	6	6
Hispanic	18	2189	32915	95	0	99	422	433	426	0	10	15	20	32	35	73	53	47	7	5	4
Asian/Pacific Islander	NC	150	1936	NC	0	99	NC	469	468	NC	2	3	NC	15	14	NC	58	63	NC	25	19
American Indian/Alaskan Native	NC	220	4271	NC	0	100	NC	437	420	NC	8	15	NC	33	42	NC	56	41	NC	3	2
White	104	3158	36221	100	0	99	463	469	465	6	3	4	12	14	15	66	64	63	16	20	17
Students with Disabilities	20	684	10331	100	0	100	340	375	388	35	21	25	24	40	37	35	34	34	6	5	4
Students without Disabilities	111	5302	69139	100	0	99	478	464	454	0	4	7	11	19	24	73	63	58	16	15	11
Limited English Proficient Students	NC	703	15545	NC	0	100	NC	382	399	NC	18	21	NC	43	42	NC	36	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	48	3052	39484	100	0	96	446	440	429	11	9	14	16	30	35	70	55	47	3	6	4
Non-Economically Disadvantaged	83	2934	39986	100	0	100	463	466	461	3	2	4	11	13	16	66	64	63	20	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	129	5935	78869	99	98	99	452	442	442	2	6	6	13	21	21	81	62	63	4	12	10
All Students (Prior Year)	115	5611	75053	100	98	99	591	578	597	13	10	7	9	14	12	70	68	72	8	7	9
Female	62	2903	38536	100	99	99	474	458	458	2	4	4	2	14	15	91	65	67	5	16	14
Male	67	3031	40302	97	98	99	432	425	428	2	8	8	23	26	26	72	58	60	3	8	7
African American	NC	267	4015	NC	100	99	NC	426	430	NC	6	8	NC	25	24	NC	61	61	NC	7	7
Hispanic	17	2160	32606	89	98	98	414	419	426	7	9	8	20	29	27	73	57	60	0	5	5
Asian/Pacific Islander	NC	150	1925	NC	99	99	NC	455	471	NC	5	3	NC	15	11	NC	59	64	NC	21	22
American Indian/Alaskan Native	NC	216	4245	NC	96	100	NC	426	423	NC	8	9	NC	30	26	NC	55	61	NC	8	4
White	103	3142	36078	100	98	99	457	457	459	1	4	4	12	15	16	83	65	66	4	16	14
Students with Disabilities	18	676	10246	90	100	100	327	347	367	6	18	18	59	40	39	35	37	40	0	5	4
Students without Disabilities	111	5259	68697	100	98	98	473	454	454	1	4	4	5	18	18	89	65	67	5	13	11
Limited English Proficient Students	NC	687	15339	NC	100	100	NC	366	399	NC	15	11	NC	35	31	NC	48	54	NC	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	46	3015	39106	96	96	95	446	426	427	5	8	8	16	28	28	78	59	59	0	5	5
Non-Economically Disadvantaged	83	2920	39837	100	100	100	455	457	457	0	4	4	11	13	14	82	64	67	6	19	15

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	108	5594	78906	100	99	99	501	509	498	7	8	13	12	15	19	54	50	48	27	26	20
All Students (Prior Year)	127	5809	76019	98	99	100	527	514	499	6	9	14	31	34	39	13	13	14	50	44	33
Female	51	2679	38644	98	99	99	504	507	500	4	8	12	17	16	19	58	51	49	21	25	19
Male	57	2915	40236	100	99	99	499	510	497	10	8	15	8	15	19	50	50	46	32	28	20
African American	NC	219	4087	NC	100	99	NC	482	481	NC	15	20	NC	17	24	NC	55	45	NC	13	11
Hispanic	15	1921	31938	100	100	99	470	486	481	0	13	19	15	23	25	77	51	46	8	13	10
Asian/Pacific Islander	NC	136	1805	NC	100	98	NC	526	536	NC	7	5	NC	8	8	NC	50	45	NC	35	42
American Indian/Alaskan Native	NC	237	4593	NC	100	100	NC	479	467	NC	19	26	NC	24	29	NC	48	39	NC	9	6
White	87	3081	36483	100	98	99	504	525	517	9	4	7	12	10	13	49	50	51	30	36	30
Students with Disabilities	16	650	10664	100	100	100	357	417	430	47	33	42	20	26	27	33	33	26	0	7	5
Students without Disabilities	92	4944	68310	100	98	98	528	521	509	0	5	9	11	14	18	58	53	51	31	29	22
Limited English Proficient Students	NC	560	12573	NC	100	100	NC	427	454	NC	23	27	NC	31	30	NC	41	38	NC	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	33	2737	38679	94	95	96	498	495	483	8	13	20	24	21	25	56	50	45	12	15	10
Non-Economically Disadvantaged	75	2857	40295	100	100	100	503	520	513	7	4	7	8	9	13	53	51	50	32	36	30

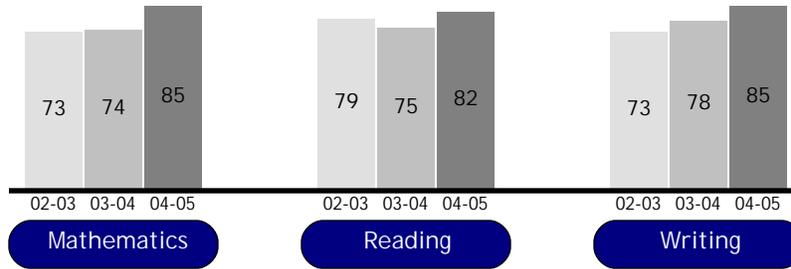
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	5599	78908	100	0	99	489	491	484	5	6	10	13	19	23	69	63	58	12	12	9
All Students (Prior Year)	127	5803	76020	98	99	100	513	507	503	16	20	25	19	22	23	43	43	40	22	16	12
Female	51	2681	38648	98	0	99	500	494	489	2	5	8	17	18	22	71	64	61	10	12	10
Male	56	2918	40233	100	0	99	479	489	479	8	7	12	10	20	25	67	61	55	14	12	8
African American	NC	218	4092	NC	0	99	NC	472	473	NC	9	12	NC	24	28	NC	61	54	NC	6	5
Hispanic	15	1925	31940	100	0	99	457	470	465	0	12	16	8	30	32	92	53	49	0	5	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	498	507	NC	1	4	NC	21	13	NC	67	65	NC	12	18
American Indian/Alaskan Native	NC	238	4569	NC	0	100	NC	469	457	NC	11	18	NC	31	39	NC	56	41	NC	3	2
White	86	3082	36502	100	0	99	492	507	502	6	3	4	15	12	14	65	69	67	14	17	15
Students with Disabilities	16	651	10665	100	0	100	350	409	423	33	21	30	40	38	36	20	38	31	7	4	2
Students without Disabilities	91	4948	68312	99	0	98	514	502	493	0	4	7	9	17	21	78	66	62	13	13	10
Limited English Proficient Students	NC	559	12556	NC	0	100	NC	408	436	NC	22	24	NC	43	40	NC	32	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	33	2742	38662	94	0	96	492	479	468	4	10	16	20	28	32	72	56	49	4	5	3
Non-Economically Disadvantaged	74	2857	40315	100	0	100	488	502	498	6	2	5	11	11	15	68	68	66	15	18	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	106	5524	78750	99	98	99	500	500	500	6	5	6	15	28	29	78	63	63	1	3	2
All Students (Prior Year)	126	5771	75673	97	98	100	561	530	530	8	15	12	25	25	25	58	56	58	9	5	4
Female	50	2649	38586	96	98	99	518	514	515	4	4	4	13	21	22	83	70	71	0	4	3
Male	56	2874	40135	100	98	99	483	488	486	8	7	8	16	35	35	73	56	56	2	2	1
African American	NC	215	4081	NC	99	99	NC	486	488	NC	4	8	NC	36	32	NC	57	59	NC	3	2
Hispanic	15	1884	31841	100	98	99	488	479	483	0	8	8	8	37	36	92	54	55	0	2	1
Asian/Pacific Islander	NC	136	1802	NC	100	98	NC	521	533	NC	2	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	231	4586	NC	97	100	NC	481	481	NC	10	8	NC	34	37	NC	53	54	NC	2	1
White	85	3058	36440	99	98	99	500	514	516	8	4	3	16	23	22	75	69	71	1	4	4
Students with Disabilities	16	642	10622	100	100	100	323	390	415	40	22	21	33	48	50	20	26	28	7	4	1
Students without Disabilities	90	4882	68196	98	97	98	533	515	513	0	3	3	11	26	25	89	68	69	0	3	3
Limited English Proficient Students	NC	541	12504	NC	100	100	NC	407	451	NC	17	12	NC	48	44	NC	33	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	33	2686	38558	94	93	96	495	486	485	12	9	8	20	37	37	68	53	54	0	1	1
Non-Economically Disadvantaged	73	2838	40260	100	100	100	502	513	514	4	3	3	13	21	21	82	71	72	1	5	4

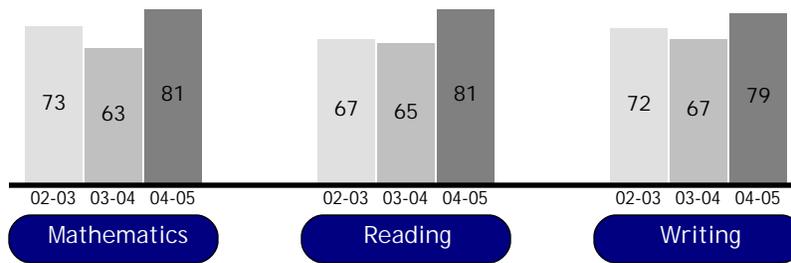
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2004-05

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?	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	74	61	50	91	73	NA	58	96	51	50	47
	Language	98	62	49	43	94	65	53	50	96	54	49	47
	Mathematics	96	82	67	57	97	80	71	64	96	61	54	50
3	Reading	98	56	57	47	95	60	NA	55	98	54	50	44
	Language	97	60	61	54	97	61	63	61	98	54	49	44
	Mathematics	98	64	64	54	93	68	66	61	98	59	55	51
4	Reading	99	73	62	52	100	66	NA	56	94	52	52	48
	Language	98	63	54	48	100	58	55	52	94	55	52	49
	Mathematics	99	80	68	57	100	71	68	61	94	56	59	53
5	Reading	98	67	59	50	98	71	NA	55	97	58	55	50
	Language	99	59	53	46	96	66	55	49	97	59	55	50
	Mathematics	98	77	68	57	95	79	71	63	98	58	54	49
6	Reading	99	71	62	53	100	68	NA	56	98	65	58	51
	Language	98	63	53	45	100	61	55	48	98	62	54	47
	Mathematics	98	84	75	62	100	81	76	66	96	67	62	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	52.00
Other Professional Staff	1.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	4	1	0	0
7 to 9 years	8	7	0	0
10 or more years	33	33	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	54
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü Outdoor Life Lab/Garden/Performance Area
- Ü Computer Lab/Reading Lab/Media Center
- Ü Montessori Classrooms K , 1 and 2
- Ü Intervention Class Grade 2

Extracurricular Activities

- Ü Student Council
- Ü Recreational Activities
- Ü Battle of the Books
- Ü Chorus/Band/Orchestra
- Ü Garden Club
- Ü Chess Club
- Ü Student Recognition
- Ü Recycling

Social Services

- Ü Free/Reduced Lunch Program
- Ü Before/After School Care Program
- Ü Counseling Services
- Ü District Behavior Program (GUS)
- Ü Program for Emotionally Disturbed
- Ü Program for Mild Mental Handicaps
- Ü Full Time Nurse
- Ü Parenting Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Mendoza has an early intervention classroom in grade 2. It is designed to prevent school failure. Intensive small group reading instruction is provided. 301 Tax dollars are used to help support this class.

- ü Mendoza hosts 4 programs that add to campus resources. K-2 Montessori opened 04-05. The district behavior program, Growing Up Successfully, classes for mild mental retardation and emotionally disabled now serve qualified children from grades K-6.

- ü To help students who read below grade level, 301 funds are used in a reading lab. Comprehension, vocabulary, fluency and word attack skills supplement instruction in the regular classroom. Ninety percent of those served gained one year's growth.

- ü During the 05-06 School Year 301 funds will support ongoing, focussed professional development to enhance teacher and student skills in reading informational text.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	22	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

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. Counselor meets with individuals, groups and classrooms to present lessons that teach about bully prevention, harrassment, conflict resolution and anger management. Principal works actively on student discipline and campus host specialized resources. SRO available at Junior High.

Total number of incidents that occurred on the school grounds for school year 2004-05 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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Frederica Buffmire	(480) 472-1952
Transportation Policy	Joe O'Reilly	(480) 472-7201
Community Resources	Gary Ingle	(480) 472-1957
School Nutrition Programs	Wardaine Taylor	(480) 472-1964
Parent Organization	Richard Ganley	(480) 699-2301
Student Health/Nurse	Sue Jenkins	(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 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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/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.