



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4132 E Adobe, 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)

2003-04 Excelling
2002-03 Excelling
2001-02 Improving

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

School Overview

Principal/Administrator : Dr. David Finley
Schedule : 7:30 AM to 3:30 PM
Grades : K-6
2004 Enrollment : 675
Web Address :
Phone Number : (480) 472-7300
Fax Number : (480) 472-7373
E-mail : dafinley@mpsaz.org

Mission

Our goal is to empower students to become proficient readers, mathematicians, researchers, writers and creative problem solvers. We encourage students, teachers and parents to work together to make learning more effective.

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

- Improve performance in reading, math and writing. Instruction based on Arizona Academic Standards.
Increase the number of parents who attend conferences.
Expand Accelerated Reading Program to additional grade levels.

Enrollment

October 1, 2003 School Year Student Enrollment : 696
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 70

Instructional Programs

- Ü Thematic Instruction
- Ü Flexible Grouping
- Ü Advanced Placement
- Ü On-site Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Communicate our expectations regarding attendance, homework and behavior. Provide an atmosphere which is conducive to teaching and learning. Encourage parents to be partners in the education of their children. Insure that parents are informed about the State Standards that will direct the instruction in their student's classroom. And, that students will be expected to master the skills required.

Parents

Encourage students to be responsible for their assignments. Make sure children attend school on time, every day, except when ill. Attend Parent/Teacher conferences. Contact the teacher if you have a question or concern.

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 Veora E Johnson Spirit of Unity	2003
Ü MPS Writing Contest 3rd grade winner	2003
Ü AATM Math Challenge 5th place	2003

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	93	5651	75509	99	98	100	572	532	521	2	9	13	13	19	23	22	33	33	63	39	31
All Students (Prior Year)	85	5599	75372	100	98	100	564	536	523	1	5	9	9	18	25	23	38	36	68	39	30
Female	53	2784	37013	100	98	100	575	534	522	0	9	12	13	19	24	21	34	33	65	39	31
Male	40	2859	38430	98	98	99	567	531	521	5	10	14	13	19	22	23	32	33	60	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	16	1862	30486	94	99	99	547	515	505	7	13	18	13	25	29	27	35	32	53	27	21
Asian/Pacific Islander	--	132	1780	--	100	98	--	534	549	--	10	5	--	13	13	--	39	33	--	38	50
American Indian/Alaskan Native	--	212	4075	--	98	100	--	504	486	--	19	28	--	28	34	--	31	26	--	23	12
White	76	3216	35192	100	98	99	575	544	534	1	6	8	13	15	19	21	32	35	64	46	39
Students with Disabilities	11	599	9708	100	100	100	503	484	489	9	35	32	36	28	27	36	21	24	18	15	17
Students without Disabilities	82	5052	65801	99	98	98	581	537	525	1	7	11	10	18	23	20	34	34	69	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	26	2909	36411				550	514	503	4	14	19	16	24	29	32	34	32	48	27	20
Non-Economically Disadvantaged	67	2742	39040				580	550	534	1	5	8	12	14	19	18	32	34	69	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	93	5641	75492	99	98	100	539	522	519	3	11	12	9	14	16	45	48	47	43	27	24
All Students (Prior Year)	85	5584	75221	100	98	100	540	528	523	3	5	8	6	12	16	59	59	56	33	23	21
Female	53	2785	37014	100	98	100	543	526	523	0	9	10	6	13	15	50	49	48	44	29	27
Male	40	2850	38400	98	98	99	534	518	516	8	13	14	13	16	17	38	48	47	43	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	16	1851	30438	94	98	99	537	509	508	13	17	17	0	20	21	60	49	47	27	14	15
Asian/Pacific Islander	--	134	1773	--	100	98	--	528	534	--	6	4	--	11	10	--	55	50	--	28	36
American Indian/Alaskan Native	--	212	4081	--	98	100	--	505	498	--	20	25	--	22	26	--	45	40	--	13	8
White	76	3215	35177	100	98	99	540	530	528	1	7	8	11	11	13	41	48	49	47	34	31
Students with Disabilities	11	589	9707	100	98	100	502	487	495	18	43	33	36	18	21	27	30	33	18	9	13
Students without Disabilities	82	5052	65785	99	98	98	545	525	522	1	7	10	5	14	16	47	50	49	47	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	26	2904	36302				524	510	507	8	16	18	0	19	21	80	49	46	12	15	14
Non-Economically Disadvantaged	67	2737	39164				545	534	528	1	5	8	12	10	13	31	48	48	55	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	5611	75053	98	98	99	664	578	597	1	10	7	9	14	12	73	68	72	18	7	9
All Students (Prior Year)	83	5503	73654	98	97	99	546	530	530	3	7	9	1	12	13	87	77	70	9	5	7
Female	53	2774	36872	100	98	99	674	604	621	2	6	5	6	11	9	75	73	74	17	10	12
Male	39	2831	38109	95	97	99	650	552	573	0	14	10	13	17	14	69	64	69	18	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	16	1847	30235	94	98	98	588	541	575	0	14	9	13	17	14	87	66	70	0	2	6
Asian/Pacific Islander	--	134	1768	--	100	98	--	605	651	--	8	3	--	11	5	--	69	72	--	12	19
American Indian/Alaskan Native	--	210	4044	--	97	99	--	548	550	--	15	13	--	16	17	--	65	66	--	3	4
White	75	3193	35028	99	97	99	677	599	613	1	8	6	8	12	10	71	70	73	20	10	11
Students with Disabilities	10	588	9625	91	98	100	545	489	530	10	33	21	20	23	21	70	42	55	0	2	4
Students without Disabilities	82	5023	65428	99	98	98	678	587	604	0	8	6	7	13	11	73	71	73	20	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	26	2890	36077				602	542	566	0	14	10	16	17	16	76	65	69	8	3	5
Non-Economically Disadvantaged	66	2721	38950				687	613	618	2	6	5	6	11	9	71	71	73	21	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	99	5809	76019	99	99	100	538	514	499	8	9	14	22	34	39	7	13	14	63	44	33
All Students (Prior Year)	98	5726	76230	98	98	100	536	517	498	7	6	12	20	31	38	12	13	12	67	50	37
Female	62	2821	37207	98	99	100	543	514	499	8	8	12	21	35	41	8	13	14	62	44	33
Male	37	2979	38677	100	99	100	529	515	498	9	11	15	23	32	38	6	13	13	63	45	34
African American	--	224	3817	--	98	100	--	489	475	--	14	23	--	49	47	--	9	11	--	28	18
Hispanic	13	1790	29458	100	99	100	485	490	480	25	15	20	33	48	48	8	11	12	33	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	82	3386	35880	99	98	100	548	529	515	5	5	7	19	26	32	8	14	16	69	55	45
Students with Disabilities	NC	619	9786	NC	100	100	NC	460	457	NC	40	39	NC	39	40	NC	7	7	NC	14	13
Students without Disabilities	93	5190	66233	98	98	99	540	519	503	8	6	11	22	33	39	8	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	20	2753	35714				493	493	480	21	15	20	47	44	47	11	12	12	21	29	20
Non-Economically Disadvantaged	79	3056	40266				549	531	513	5	5	9	16	25	33	6	14	15	73	56	43

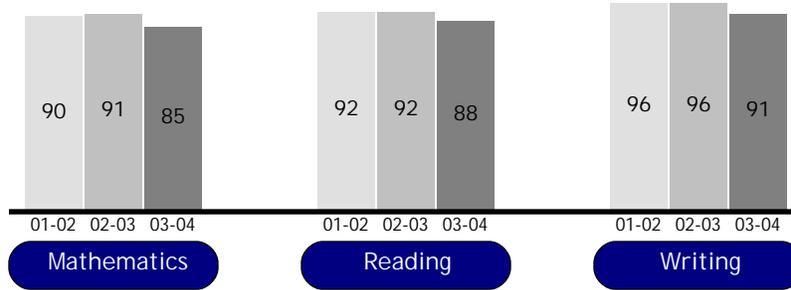
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	5803	76020	100	99	100	515	507	503	6	20	25	18	22	23	54	43	40	22	16	12
All Students (Prior Year)	97	5721	76202	97	98	100	513	510	505	4	11	19	21	21	24	60	53	46	15	14	11
Female	63	2820	37213	100	99	100	520	508	504	5	17	22	16	21	23	52	46	42	26	16	13
Male	37	2973	38666	100	99	100	508	505	501	9	22	29	20	22	22	57	41	38	14	16	12
African American	--	224	3819	--	98	100	--	499	494	--	28	37	--	27	26	--	36	31	--	10	6
Hispanic	13	1784	29442	100	99	99	500	496	494	15	33	37	31	26	26	38	34	31	15	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	83	3386	35890	100	98	100	518	513	511	5	12	15	14	19	20	59	48	48	23	21	18
Students with Disabilities	NC	617	9784	NC	100	100	NC	487	485	NC	57	58	NC	18	19	NC	19	19	NC	6	4
Students without Disabilities	94	5186	66236	99	98	99	516	509	504	5	16	23	18	22	23	54	45	42	22	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	20	2745	35703				503	497	494	21	31	37	26	26	26	37	36	31	16	8	6
Non-Economically Disadvantaged	80	3058	40274				519	514	509	3	11	17	16	18	20	58	49	47	23	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	99	5771	75673	99	98	100	561	530	530	3	15	12	21	25	25	72	56	58	3	5	4
All Students (Prior Year)	96	5622	74692	96	96	99	521	510	502	9	12	18	21	26	27	63	53	47	7	9	8
Female	63	2805	37099	100	98	100	576	549	548	3	10	8	13	22	22	79	62	64	5	6	6
Male	36	2956	38441	97	98	99	535	511	513	3	19	16	36	27	29	61	50	52	0	3	3
African American	--	224	3791	--	98	99	--	509	506	--	20	18	--	24	29	--	55	50	--	1	3
Hispanic	13	1776	29305	100	99	99	543	495	507	8	21	16	25	33	31	67	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	82	3366	35760	99	98	99	564	549	550	3	11	9	20	20	21	73	62	64	4	7	6
Students with Disabilities	NC	605	9706	NC	100	100	NC	444	462	NC	48	36	NC	24	32	NC	25	31	NC	2	1
Students without Disabilities	93	5166	65967	98	98	99	562	537	536	3	12	10	20	25	25	73	59	60	3	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	19	2731	35541				533	500	504	6	20	17	35	31	31	59	47	50	0	2	2
Non-Economically Disadvantaged	80	3040	40091				568	553	550	3	10	9	18	19	21	75	63	64	4	7	6

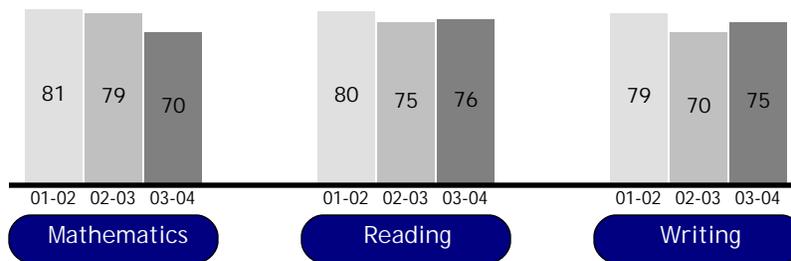
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	72	51	44	99	80	61	50	100	79	NA	58
	Language	100	63	42	39	100	74	49	43	100	71	53	50
	Mathematics	100	84	57	52	100	87	67	57	100	88	71	64
3	Reading	100	67	50	43	96	70	57	47	98	71	NA	55
	Language	100	71	53	50	96	77	61	54	97	80	63	61
	Mathematics	100	74	55	50	98	76	64	54	99	80	66	61
4	Reading	98	72	51	47	96	83	62	52	96	73	NA	56
	Language	98	62	47	45	97	76	54	48	98	66	55	52
	Mathematics	99	77	59	52	96	87	68	57	99	79	68	61
5	Reading	100	70	51	46	97	71	59	50	99	73	NA	55
	Language	100	59	45	43	97	61	53	46	100	68	55	49
	Mathematics	100	77	63	54	94	84	68	57	99	85	71	63
6	Reading	100	68	56	49	95	75	62	53	100	71	NA	56
	Language	100	61	47	42	95	65	53	45	100	70	55	48
	Mathematics	100	84	71	58	95	87	75	62	100	86	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Review Academic Goals
- Ü Parent Involvement
- Ü Attendance
- Ü Homework Policy
- Ü Student Discipline
- Ü Tutorial Programs

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	1.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	2	4	0	0
10 or more years	11	15	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 23
 Core academic classes taught by Highly Qualified (NCLB) teachers. 59
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü PC Lab
- Ü Multipurpose Room
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Girl Scouts (Brownies)
- Ü Mesa Parks & Recreation Programs
- Ü YMCA Sports

Social Services

- Ü Lunch Program
- Ü Crisis Intervention
- Ü Recreational Activities
- Ü Clothing/Food Drive

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Students met academic goals on AIMS and Stanford 9 tests.
Entz has been labeled an 'Excelling' school, based on testing results.

- ü Very few discipline reports are filed.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	2	2	2	2
Transfers In ⁷ (Out of District)	4	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	63	49
Grades 3-4	84	82
Grades 4-5	49	68
Grades 5-6	74	90

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

Entz is committed to ensuring a safe and secure environment for instruction and learning. Clear and concise student behavior rules and expectations are set and aggressively, fairly and consistently enforced.

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	Kriste Barnette	(480) 472-7300
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Nancy Radisich	(480) 472-7302
School Nutrition Programs	Fran Center	(480) 472-7318
Parent Organization	Sherylene Rodgers	(480) 472-7300
Student Health/Nurse	Shirley Moyers	(480) 472-7308

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.

Footnotes

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.