

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6650 E Rafterriver Road, Mesa, AZ 85215

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 LEARNS<sup>1</sup>

#### 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.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

#### School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

### School Overview

Principal/Administrator : Mr. Tom Hansen  
 Schedule : 7:30 AM to 4:00 PM  
 Grades : K-6  
 2004 Enrollment : 791  
 Web Address : [www.mesa.k12.az.us/~redmtnranch/](http://www.mesa.k12.az.us/~redmtnranch/)  
 Phone Number : (480) 472-7900  
 Fax Number : (480) 472-7969  
 E-mail : [thansen@mpsaz.org](mailto:thansen@mpsaz.org)

### Mission

Our purpose is to facilitate learning that encourages students to become lifelong learners. We dream that our community will learn the purpose we serve in life, and cherish life as a beautiful opportunity to discover the wonderful world we live in.

### School / Academic Goals

- ü To increase the amount of students who achieve mastery of math, reading and writing skills based upon the Arizona Academic Standards.
- ü To achieve mastery of skills in science and technology with emphasis on practical usage in real-life.
- ü To provide quality service to all students, parents, teachers and members of the learning community.

### Enrollment

October 1, 2003 School Year Student Enrollment : 786  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 23

Instructional Programs

- Math/Science/Language Integrated Instr.
- Hands-on Science
- Technology Usage/Internet Research
- Extended Learning Program (Gifted)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

The school staff has the responsibility to work with parents to provide an educational program that encourages all students to achieve to their full potential. The school programs emphasize academics, good behavior and respect for others.

Parents

Parents have the responsibility to act in partnership with the school and work cooperatively with staff members to educate their children. This cooperative effort includes modeling positive attitudes toward learning and supporting school policies.

Transportation Policy

Busing is provided for all 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
• Math Olympiad Team Top 10% of Teams WORLDWIDE	2003
• Silver Apple Award Winner	2004
• District Certified & Classified Employee of Month	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	110	5651	75509	100	98	100	551	532	521	3	9	13	10	19	23	43	33	33	44	39	31
All Students (Prior Year)	98	5599	75372	100	98	100	555	536	523	1	5	9	5	18	25	37	38	36	56	39	30
Female	60	2784	37013	100	98	100	555	534	522	2	9	12	15	19	24	42	34	33	41	39	31
Male	50	2859	38430	100	98	99	547	531	521	4	10	14	4	19	22	43	32	33	49	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	15	1862	30486	100	99	99	528	515	505	14	13	18	14	25	29	43	35	32	29	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	87	3216	35192	100	98	99	556	544	534	1	6	8	9	15	19	42	32	35	48	46	39
Students with Disabilities	11	599	9708	100	100	100	520	484	489	10	35	32	20	28	27	50	21	24	20	15	17
Students without Disabilities	99	5052	65801	97	98	98	555	537	525	2	7	11	9	18	23	42	34	34	47	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	21	2909	36411				539	514	503	0	14	19	11	24	29	53	34	32	37	27	20
Non-Economically Disadvantaged	89	2742	39040				554	550	534	3	5	8	10	14	19	40	32	34	46	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	110	5641	75492	100	98	100	535	522	519	1	11	12	10	14	16	59	48	47	30	27	24
All Students (Prior Year)	98	5584	75221	100	98	100	541	528	523	0	5	8	7	12	16	54	59	56	39	23	21
Female	60	2785	37014	100	98	100	535	526	523	0	9	10	12	13	15	54	49	48	34	29	27
Male	50	2850	38400	100	98	99	534	518	516	2	13	14	8	16	17	65	48	47	24	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	15	1851	30438	100	98	99	524	509	508	7	17	17	7	20	21	64	49	47	21	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	87	3215	35177	100	98	99	537	530	528	0	7	8	10	11	13	57	48	49	33	34	31
Students with Disabilities	11	589	9707	100	98	100	523	487	495	0	43	33	10	18	21	80	30	33	10	9	13
Students without Disabilities	99	5052	65785	97	98	98	536	525	522	1	7	10	10	14	16	57	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	21	2904	36302				519	510	507	0	16	18	16	19	21	74	49	46	11	15	14
Non-Economically Disadvantaged	89	2737	39164				538	534	528	1	5	8	9	10	13	56	48	48	34	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	110	5611	75053	100	98	99	602	578	597	5	10	7	15	14	12	68	68	72	13	7	9
All Students (Prior Year)	98	5503	73654	100	97	99	540	530	530	1	7	9	7	12	13	84	77	70	7	5	7
Female	60	2774	36872	100	98	99	651	604	621	0	6	5	8	11	9	71	73	74	20	10	12
Male	50	2831	38109	100	97	99	544	552	573	10	14	10	22	17	14	63	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	15	1847	30235	100	98	98	583	541	575	7	14	9	7	17	14	79	66	70	7	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	87	3193	35028	100	97	99	612	599	613	5	8	6	14	12	10	66	70	73	15	10	11
Students with Disabilities	11	588	9625	100	98	100	537	489	530	10	33	21	10	23	21	80	42	55	0	2	4
Students without Disabilities	99	5023	65428	97	98	98	609	587	604	4	8	6	15	13	11	66	71	73	14	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	21	2890	36077				565	542	566	5	14	10	32	17	16	53	65	69	11	3	5
Non-Economically Disadvantaged	89	2721	38950				610	613	618	4	6	5	11	11	9	71	71	73	13	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	129	5809	76019	99	99	100	521	514	499	7	9	14	22	34	39	21	13	14	50	44	33
All Students (Prior Year)	124	5726	76230	98	98	100	512	517	498	4	6	12	34	31	38	18	13	12	44	50	37
Female	59	2821	37207	98	99	100	524	514	499	4	8	12	23	35	41	25	13	14	49	44	33
Male	70	2979	38677	100	99	100	518	515	498	9	11	15	21	32	38	18	13	13	52	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	14	1790	29458	100	99	100	490	490	480	15	15	20	38	48	48	23	11	12	23	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	108	3386	35880	97	98	100	525	529	515	6	5	7	19	26	32	19	14	16	55	55	45
Students with Disabilities	10	619	9786	100	100	100	473	460	457	25	40	39	50	39	40	25	7	7	0	14	13
Students without Disabilities	119	5190	66233	99	98	99	522	519	503	6	6	11	21	33	39	21	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	14	2753	35714				505	493	480	8	15	20	42	44	47	25	12	12	25	29	20
Non-Economically Disadvantaged	115	3056	40266				522	531	513	6	5	9	20	25	33	21	14	15	53	56	43

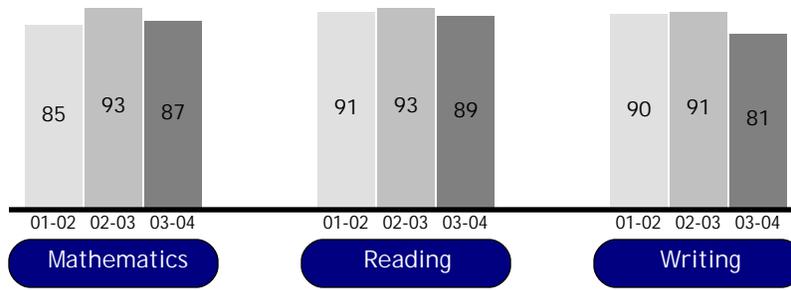
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	129	5803	76020	99	99	100	508	507	503	9	20	25	30	22	23	45	43	40	16	16	12
All Students (Prior Year)	125	5721	76202	99	98	100	510	510	505	9	11	19	14	21	24	66	53	46	11	14	11
Female	59	2820	37213	98	99	100	512	508	504	3	17	22	32	21	23	46	46	42	19	16	13
Male	70	2973	38666	100	99	100	504	505	501	14	22	29	29	22	22	43	41	38	13	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	14	1784	29442	100	99	99	498	496	494	29	33	37	21	26	26	43	34	31	7	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	108	3386	35890	97	98	100	509	513	511	7	12	15	32	19	20	46	48	48	16	21	18
Students with Disabilities	10	617	9784	100	100	100	494	487	485	33	57	58	33	18	19	22	19	19	11	6	4
Students without Disabilities	119	5186	66236	99	98	99	509	509	504	8	16	23	30	22	23	46	45	42	16	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	14	2745	35703				500	497	494	15	31	37	38	26	26	38	36	31	8	8	6
Non-Economically Disadvantaged	115	3058	40274				508	514	509	9	11	17	30	18	20	45	49	47	17	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	5771	75673	99	98	100	548	530	530	9	15	12	27	25	25	56	56	58	8	5	4
All Students (Prior Year)	123	5622	74692	98	96	99	519	510	502	6	12	18	20	26	27	64	53	47	9	9	8
Female	59	2805	37099	98	98	100	587	549	548	9	10	8	9	22	22	68	62	64	14	6	6
Male	70	2956	38441	100	98	99	515	511	513	9	19	16	42	27	29	45	50	52	3	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	14	1776	29305	100	99	99	545	495	507	8	21	16	23	33	31	62	44	51	8	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	108	3366	35760	97	98	99	551	549	550	9	11	9	28	20	21	54	62	64	9	7	6
Students with Disabilities	10	605	9706	100	100	100	478	444	462	50	48	36	0	24	32	50	25	31	0	2	1
Students without Disabilities	119	5166	65967	99	98	99	550	537	536	8	12	10	28	25	25	56	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	14	2731	35541				507	500	504	8	20	17	33	31	31	58	47	50	0	2	2
Non-Economically Disadvantaged	115	3040	40091				552	553	550	9	10	9	26	19	21	56	63	64	9	7	6

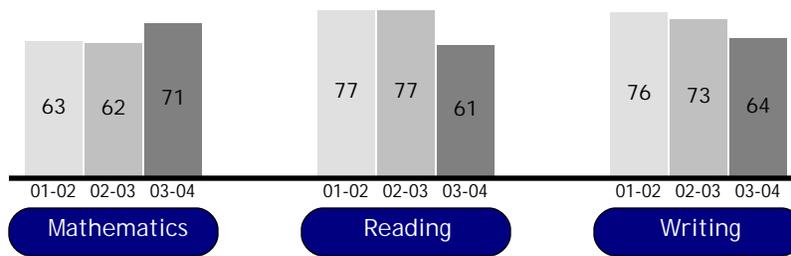
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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](http://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	68	51	44	78	72	61	50	95	74	NA	58
	Language	100	60	42	39	99	59	49	43	95	63	53	50
	Mathematics	100	73	57	52	100	66	67	57	97	70	71	64
3	Reading	100	66	50	43	98	73	57	47	98	71	NA	55
	Language	100	66	53	50	98	75	61	54	99	74	63	61
	Mathematics	100	70	55	50	99	75	64	54	99	73	66	61
4	Reading	100	65	51	47	98	76	62	52	95	71	NA	56
	Language	100	55	47	45	100	69	54	48	97	65	55	52
	Mathematics	100	65	59	52	99	79	68	57	96	75	68	61
5	Reading	100	69	51	46	99	71	59	50	100	72	NA	55
	Language	100	60	45	43	98	59	53	46	100	63	55	49
	Mathematics	100	80	63	54	100	77	68	57	100	79	71	63
6	Reading	100	75	56	49	98	72	62	53	95	79	NA	56
	Language	100	57	47	42	98	61	53	45	95	70	55	48
	Mathematics	100	83	71	58	99	81	75	62	96	85	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)
- 6 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum Development
- Ü School Safety Issues
- Ü Student Discipline
- Ü Facility Improvement
- Ü Enrollment Management

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	2.20	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	2	1	0	0
10 or more years	12	15	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	42
Core academic classes taught by Highly Qualified (NCLB) teachers.	102
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü iMac Computer Lab
- Ü Media Center with Media Lab

Extracurricular Activities

- Ü Student Council
- Ü After School Sports
- Ü Enrichment Classes
- Ü Computer Club

Social Services

- Ü Recreational Activities
- Ü After School Program
- Ü Day Care
- Ü Summer Kid's Camp

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Red Mountain Ranch met its goals for the amount of students achieving one year's growth in reading, math and language based upon results of the Stanford Achievement Tests and District Curriculum Tests.
- ü Red Mountain Ranch achieved a 95% satisfactory rating on the district composite quality service survey of parents and students.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	96	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	1	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	69	70
Grades 3-4	67	76
Grades 4-5	60	75
Grades 5-6	73	77

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

An integral element of our Learning Community Program is its development of long lasting relationships with parents. This family atmosphere promotes unity and friendship, which in turn assists the school in providing a safe and orderly climate.

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	Tom Hansen	(480) 472-7900
Transportation Policy	Larry Huffaker	(480) 472-8959
Community Resources	Tom Hansen	(480) 472-7900
School Nutrition Programs	Debra LaBo	(480) 472-7916
Parent Organization	Laurie Burleson	(480) 361-2627
Student Health/Nurse	Jody Christianson	(480) 472-7904

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](http://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](http://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](http://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](http://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.