

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4925 E Ingram, 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04	Highly Performing
2002-03	Highly Performing
2001-02	Improving

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

### School Overview

Principal/Administrator : Mr. Jim Desmarchais  
 Schedule : 7:45 AM to 3:45 PM  
 Grades : Pre-K-6  
 2004 Enrollment : 715  
 Web Address : www.mpsaz.org/bush  
 Phone Number : (480) 472-8500  
 Fax Number : (480) 472-8545  
 E-mail : jedesmar@mpsaz.org

### Mission

Educators at Barbara Bush Elementary School have developed a comprehensive academic program to help students become lifelong learners in an informational and multicultural society. Students participate in a supportive and encouraging environment. Barbara Bush is a technology school that utilizes technology to support the curriculum.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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

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

### School / Academic Goals

- ü At least eighty percent of our students will score at or above district, state and national averages on reading, math and language skills.
- ü All students will participate in daily silent and oral reading activities to promote reading achievement and to learn to read for enjoyment.
- ü All students will develop the skills necessary to utilize technology to enhance their education.

### Enrollment

October 1, 2003 School Year Student Enrollment : 710  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 166

Instructional Programs

- Ü Gifted Programs
- Ü School Publishing Company
- Ü Special Education Programs
- Ü Technology-based Learning

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 staff at Barbara Bush Elementary School is committed to providing a safe learning environment that promotes academic success in all curriculum areas and positive self-esteem for all our students. Our goal is to provide a quality experience that prepares each child for success at the junior high level.

Parents

The parent community is a valued resource that plays an integral part in the educational offering provided at Barbara Bush. Parents are expected to form a partnership with the school and support the academic growth of their child. Parental assistance with student homework and school projects and participation in school events will help to promote student achievement.

Transportation Policy

Students who reside at least one and one-half miles from the school are provided with bus service to Barbara Bush Elementary School in accordance with district policy. Open enrollment students must provide thier own transportation.

School Honors

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

Award/Honor	Year
Ü Educator of Year	1996
Ü Mesa Parade Trophy Winner	1997
Ü Special Education Award	2003
Ü MPS District Technology Award	1998

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	100	5651	75509	96	98	100	545	532	521	5	9	13	15	19	23	31	33	33	49	39	31
All Students (Prior Year)	90	5599	75372	100	98	100	535	536	523	2	5	9	19	18	25	43	38	36	35	39	30
Female	53	2784	37013	98	98	100	554	534	522	2	9	12	17	19	24	27	34	33	54	39	31
Male	47	2859	38430	94	98	99	535	531	521	9	10	14	13	19	22	35	32	33	43	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	NC	1862	30486	NC	99	99	NC	515	505	NC	13	18	NC	25	29	NC	35	32	NC	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	84	3216	35192	94	98	99	550	544	534	4	6	8	12	15	19	34	32	35	51	46	39
Students with Disabilities	12	599	9708	80	100	100	500	484	489	18	35	32	36	28	27	36	21	24	9	15	17
Students without Disabilities	88	5052	65801	99	98	98	551	537	525	3	7	11	13	18	23	30	34	34	54	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	NC	37	750				NC	522	499	NC	3	21	NC	20	29	NC	40	30	NC	37	20
Economically Disadvantaged	24	2909	36411				519	514	503	17	14	19	22	24	29	30	34	32	30	27	20
Non-Economically Disadvantaged	76	2742	39040				553	550	534	1	5	8	13	14	19	31	32	34	55	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	100	5641	75492	96	98	100	532	522	519	8	11	12	3	14	16	49	48	47	40	27	24
All Students (Prior Year)	90	5584	75221	100	98	100	538	528	523	1	5	8	5	12	16	72	59	56	22	23	21
Female	54	2785	37014	100	98	100	539	526	523	2	9	10	2	13	15	55	49	48	42	29	27
Male	46	2850	38400	92	98	99	525	518	516	16	13	14	4	16	17	42	48	47	38	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	NC	1851	30438	NC	98	99	NC	509	508	NC	17	17	NC	20	21	NC	49	47	NC	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	84	3215	35177	94	98	99	536	530	528	6	7	8	2	11	13	49	48	49	42	34	31
Students with Disabilities	12	589	9707	80	98	100	493	487	495	36	43	33	9	18	21	45	30	33	9	9	13
Students without Disabilities	88	5052	65785	99	98	98	537	525	522	5	7	10	2	14	16	49	50	49	44	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	NC	37	763				NC	506	499	NC	17	21	NC	23	30	NC	50	40	NC	10	8
Economically Disadvantaged	24	2904	36302				511	510	507	26	16	18	4	19	21	43	49	46	26	15	14
Non-Economically Disadvantaged	76	2737	39164				539	534	528	3	5	8	3	10	13	51	48	48	44	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	98	5611	75053	94	98	99	662	578	597	6	10	7	4	14	12	69	68	72	21	7	9
All Students (Prior Year)	89	5503	73654	99	97	99	539	530	530	1	7	9	6	12	13	85	77	70	7	5	7
Female	54	2774	36872	100	98	99	698	604	621	2	6	5	4	11	9	66	73	74	28	10	12
Male	44	2831	38109	88	97	99	616	552	573	12	14	10	5	17	14	72	64	69	12	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	NC	1847	30235	NC	98	98	NC	541	575	NC	14	9	NC	17	14	NC	66	70	NC	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	82	3193	35028	92	97	99	672	599	613	5	8	6	4	12	10	69	70	73	22	10	11
Students with Disabilities	10	588	9625	67	98	100	541	489	530	22	33	21	11	23	21	56	42	55	11	2	4
Students without Disabilities	88	5023	65428	99	98	98	674	587	604	5	8	6	3	13	11	70	71	73	22	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	NC	36	752				NC	560	562	NC	7	9	NC	14	18	NC	76	68	NC	3	5
Economically Disadvantaged	23	2890	36077				600	542	566	18	14	10	5	17	16	64	65	69	14	3	5
Non-Economically Disadvantaged	75	2721	38950				680	613	618	3	6	5	4	11	9	70	71	73	23	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	115	5809	76019	99	99	100	541	514	499	2	9	14	21	34	39	8	13	14	69	44	33
All Students (Prior Year)	118	5726	76230	98	98	100	527	517	498	4	6	12	23	31	38	13	13	12	60	50	37
Female	58	2821	37207	98	99	100	542	514	499	2	8	12	24	35	41	4	13	14	71	44	33
Male	57	2979	38677	100	99	100	541	515	498	2	11	15	19	32	38	13	13	13	66	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	NC	1790	29458	NC	99	100	NC	490	480	NC	15	20	NC	48	48	NC	11	12	NC	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	103	3386	35880	99	98	100	546	529	515	1	5	7	18	26	32	8	14	16	73	55	45
Students with Disabilities	17	619	9786	100	100	100	528	460	457	10	40	39	20	39	40	20	7	7	50	14	13
Students without Disabilities	98	5190	66233	95	98	99	542	519	503	1	6	11	21	33	39	7	14	14	70	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	NC	31	745				NC	475	473	NC	27	22	NC	35	53	NC	23	11	NC	15	15
Economically Disadvantaged	26	2753	35714				514	493	480	4	15	20	42	44	47	13	12	12	42	29	20
Non-Economically Disadvantaged	89	3056	40266				549	531	513	1	5	9	15	25	33	7	14	15	76	56	43

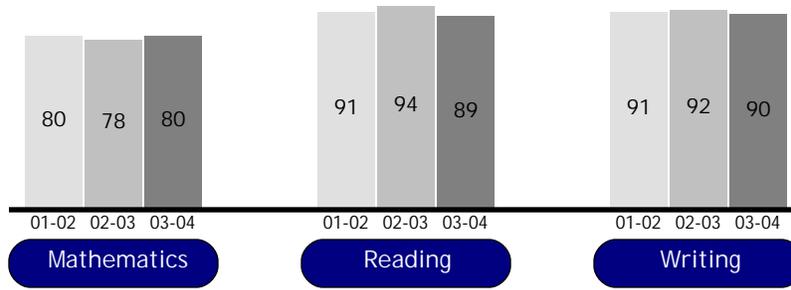
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	5803	76020	100	99	100	515	507	503	8	20	25	11	22	23	60	43	40	21	16	12
All Students (Prior Year)	119	5721	76202	98	98	100	518	510	505	4	11	19	20	21	24	56	53	46	20	14	11
Female	59	2820	37213	100	99	100	515	508	504	7	17	22	12	21	23	63	46	42	18	16	13
Male	58	2973	38666	100	99	100	514	505	501	9	22	29	9	22	22	57	41	38	24	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	NC	1784	29442	NC	99	99	NC	496	494	NC	33	37	NC	26	26	NC	34	31	NC	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	105	3386	35890	100	98	100	517	513	511	5	12	15	9	19	20	63	48	48	23	21	18
Students with Disabilities	17	617	9784	100	100	100	521	487	485	18	57	58	18	18	19	45	19	19	18	6	4
Students without Disabilities	100	5186	66236	97	98	99	514	509	504	7	16	23	10	22	23	62	45	42	21	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	NC	31	743				NC	501	488	NC	54	50	NC	15	28	NC	23	19	NC	8	3
Economically Disadvantaged	26	2745	35703				512	497	494	17	31	37	13	26	26	63	36	31	8	8	6
Non-Economically Disadvantaged	91	3058	40274				515	514	509	6	11	17	10	18	20	60	49	47	24	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	116	5771	75673	100	98	100	599	530	530	5	15	12	11	25	25	68	56	58	17	5	4
All Students (Prior Year)	114	5622	74692	94	96	99	530	510	502	6	12	18	22	26	27	59	53	47	14	9	8
Female	58	2805	37099	98	98	100	636	549	548	2	10	8	4	22	22	74	62	64	21	6	6
Male	58	2956	38441	100	98	99	559	511	513	7	19	16	19	27	29	61	50	52	13	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	NC	1776	29305	NC	99	99	NC	495	507	NC	21	16	NC	33	31	NC	44	51	NC	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	104	3366	35760	100	98	99	602	549	550	3	11	9	10	20	21	70	62	64	17	7	6
Students with Disabilities	16	605	9706	100	100	100	551	444	462	18	48	36	27	24	32	36	25	31	18	2	1
Students without Disabilities	100	5166	65967	97	98	99	604	537	536	3	12	10	9	25	25	71	59	60	17	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	NC	31	738				NC	478	488	NC	28	23	NC	32	33	NC	40	43	NC	0	1
Economically Disadvantaged	25	2731	35541				550	500	504	13	20	17	17	31	31	63	47	50	8	2	2
Non-Economically Disadvantaged	91	3040	40091				612	553	550	2	10	9	9	19	21	69	63	64	20	7	6

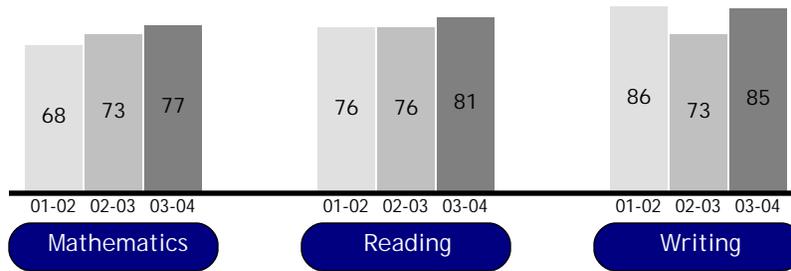
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	65	51	44	91	78	61	50	92	79	NA	58
	Language	100	50	42	39	95	66	49	43	94	70	53	50
	Mathematics	100	66	57	52	97	80	67	57	98	85	71	64
3	Reading	99	65	50	43	99	69	57	47	98	72	NA	55
	Language	99	69	53	50	98	71	61	54	98	79	63	61
	Mathematics	99	68	55	50	97	70	64	54	97	77	66	61
4	Reading	100	61	51	47	95	75	62	52	96	76	NA	56
	Language	100	57	47	45	96	67	54	48	100	62	55	52
	Mathematics	100	66	59	52	97	83	68	57	100	79	68	61
5	Reading	99	71	51	46	96	73	59	50	98	74	NA	55
	Language	99	65	45	43	94	71	53	46	98	68	55	49
	Mathematics	100	85	63	54	96	85	68	57	98	87	71	63
6	Reading	100	63	56	49	97	73	62	53	97	77	NA	56
	Language	100	53	47	42	95	64	53	45	97	70	55	48
	Mathematics	100	80	71	58	97	86	75	62	97	84	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)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Mission/Philosophy
- Ü Student Achievement
- Ü School Safety Issues
- Ü Attendance/School Growth
- Ü Enrichment/Cultural Events
- Ü Community Involvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	1.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	4	5	0	0
7 to 9 years	3	4	0	0
10 or more years	3	11	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	28
Core academic classes taught by Highly Qualified (NCLB) teachers.	78
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Multimedia Library Facility

Extracurricular Activities

- Ü Student Council
- Ü Band/Orchestra/Choir
- Ü Technology Clubs
- Ü School Musical/Talent Show

Social Services

- Ü District Kids Corner Afterschool Program
- Ü Parent University Classes
- Ü Community Library Program
- Ü Literacy Program Activities

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Barbara Bush Elementary exceeded 2003-04 goals set in math, reading and writing at all grade levels.
  
- ü Barbara Bush Elementary exceeded goals of parent satisfaction with 96% of parents giving the school an A or B on the parent survey.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	96	98	98	94
Retention Rate <sup>9</sup>	3	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	57	53
Grades 3-4	73	83
Grades 4-5	67	81
Grades 5-6	72	78

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

School employees are committed to providing a safe and healthy learning environment for our students. Throughout the campus, positive standards for student behavior have been established. A thorough emergency plan has been implemented.

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	Jim Desmarchais	(480) 472-8500
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources	Joe O'Reilly	(480) 472-7201
School Nutrition Programs	Loretta Zullo	(480) 472-0910
Parent Organization	Heater Foster	(480) 981-5499
Student Health/Nurse	Peggy Jones	(480) 472-8543

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.

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.