



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

737 W. Guadalupe, Suite 113, Mesa, AZ 85210

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 Small School  
2001-02 N/A

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

### School Overview

Principal/Administrator : Mrs. Kathleen C. Tolar  
Schedule : 8:00 AM to 4:30 PM  
Grades : K-9  
2004 Enrollment : 505  
Web Address : [www.mpsaz.org/eagleridge](http://www.mpsaz.org/eagleridge)  
Phone Number : (480) 472-3685  
Fax Number : (480) 472-3690  
E-mail : [kctolar@mpsaz.org](mailto:kctolar@mpsaz.org)

### Mission

Our home school enrichment program supports parents who home school, in helping their children to become effective communicators, quality producers, collaborative workers, good citizens and self-directed learners.

### 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 Students will score at grade level or above on the state-sponsored Stanford 9 Achievement Test.
- ü Eighty-five percent of the students will score at the fourth stanine or above in reading as measured by the Stanford 9 test.

### Enrollment

October 1, 2003 School Year Student Enrollment : 512  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 360

## Instructional Programs

- Ü Alternative Enrichment Education
- Ü Accelerated Reader and Math Programs
- Ü Choice Block Programs
- Ü Music: General, Chorus, Band
- Ü Karate, Dance, Aerobics
- Ü K-6 Online Program
- Ü 9th Grade Classes for High School Credit
- Ü Chess, Science and 4-H Clubs

## 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

We provide a safe educational environment, a flexible schedule, and high standards for student behavior. We work with parents to ensure that the curriculum we use meets the needs of homeschoolers. We provide field trips and special activities for students. We provide instructional classes for parents to help them in learning new instructional techniques and we provide curriculum for check-out, so that parents can use it in teaching students at home. All services are free of charge.

### Parents

Parents are solely responsible for the transportation of their children, and for making sure that students arrive on time and are picked up to go home on time. It is the parent's responsibility to ensure that students attend classes regularly, and dress appropriately. It is the responsibility of the parent to support the school in issues that involve a student's poor behavior.

## Transportation Policy

Parents provide transportation to and from school.

## School Honors

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

Award/Honor	Year
Ü Mesa Foundation Grant for Technology	2000
Ü Arizona Commission on the Arts Grant	2001
Ü Student Writing Awards	2003
Ü Student Science Awards	2004

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	31	5651	75509	67	98	100	523	532	521	13	9	13	23	19	23	35	33	33	29	39	31
All Students (Prior Year)	NC	5599	75372	NC	98	100	NC	536	523	NC	5	9	NC	18	25	NC	38	36	NC	39	30
Female	13	2784	37013	57	98	100	510	534	522	8	9	12	31	19	24	46	34	33	15	39	31
Male	18	2859	38430	78	98	99	533	531	521	17	10	14	17	19	22	28	32	33	39	38	31
African American	--	218	3660	--	98	99	--	509	496	--	17	24	--	26	31	--	32	28	--	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	--	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	30	3216	35192	73	98	99	527	544	534	10	6	8	23	15	19	37	32	35	30	46	39
Students with Disabilities	--	599	9708	--	100	100	--	484	489	--	35	32	--	28	27	--	21	24	--	15	17
Students without Disabilities	31	5052	65801	67	98	98	523	537	525	13	7	11	23	18	23	35	34	34	29	41	33
Limited English Proficient Students	--	1053	16928	--	100	100	--	506	485	--	17	29	--	27	33	--	33	26	--	22	12
Migrant Students	--	37	750	--	--	--	--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	NC	2909	36411	--	--	--	NC	514	503	NC	14	19	NC	24	29	NC	34	32	NC	27	20
Non-Economically Disadvantaged	30	2742	39040	--	--	--	522	550	534	13	5	8	23	14	19	37	32	34	27	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	32	5641	75492	70	98	100	535	522	519	9	11	12	9	14	16	34	48	47	47	27	24
All Students (Prior Year)	NC	5584	75221	NC	98	100	NC	528	523	NC	5	8	NC	12	16	NC	59	56	NC	23	21
Female	15	2785	37014	65	98	100	534	526	523	7	9	10	7	13	15	47	49	48	40	29	27
Male	17	2850	38400	74	98	99	537	518	516	12	13	14	12	16	17	24	48	47	53	24	21
African American	--	218	3665	--	98	99	--	509	505	--	14	20	--	22	22	--	53	43	--	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	--	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	30	3215	35177	73	98	99	538	530	528	7	7	8	10	11	13	37	48	49	47	34	31
Students with Disabilities	--	589	9707	--	98	100	--	487	495	--	43	33	--	18	21	--	30	33	--	9	13
Students without Disabilities	32	5052	65785	70	98	98	535	525	522	9	7	10	9	14	16	34	50	49	47	28	26
Limited English Proficient Students	--	1047	16905	--	100	100	--	499	489	--	25	34	--	24	28	--	40	32	--	11	6
Migrant Students	--	37	763	--	--	--	--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	NC	2904	36302	--	--	--	NC	510	507	NC	16	18	NC	19	21	NC	49	46	NC	15	14
Non-Economically Disadvantaged	31	2737	39164	--	--	--	535	534	528	10	5	8	10	10	13	32	48	48	48	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	32	5611	75053	70	98	99	540	578	597	22	10	7	16	14	12	63	68	72	0	7	9
All Students (Prior Year)	NC	5503	73654	NC	97	99	NC	530	530	NC	7	9	NC	12	13	NC	77	70	NC	5	7
Female	15	2774	36872	65	98	99	570	604	621	13	6	5	13	11	9	73	73	74	0	10	12
Male	17	2831	38109	74	97	99	513	552	573	29	14	10	18	17	14	53	64	69	0	4	6
African American	--	216	3636	--	97	99	--	545	568	--	15	12	--	18	16	--	62	67	--	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	--	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	29	3193	35028	71	97	99	543	599	613	17	8	6	17	12	10	66	70	73	0	10	11
Students with Disabilities	--	588	9625	--	98	100	--	489	530	--	33	21	--	23	21	--	42	55	--	2	4
Students without Disabilities	32	5023	65428	70	98	98	540	587	604	22	8	6	16	13	11	63	71	73	0	8	10
Limited English Proficient Students	--	1044	16765	--	100	100	--	524	525	--	16	17	--	20	20	--	63	60	--	1	2
Migrant Students	--	36	752	--	--	--	--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	NC	2890	36077	--	--	--	NC	542	566	NC	14	10	NC	17	16	NC	65	69	NC	3	5
Non-Economically Disadvantaged	31	2721	38950	--	--	--	533	613	618	23	6	5	16	11	9	61	71	73	0	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	47	5809	76019	76	99	100	506	514	499	6	9	14	34	34	39	23	13	14	36	44	33
All Students (Prior Year)	NC	5726	76230	NC	98	100	NC	517	498	NC	6	12	NC	31	38	NC	13	12	NC	50	37
Female	22	2821	37207	76	99	100	489	514	499	9	8	12	55	35	41	14	13	14	23	44	33
Male	25	2979	38677	76	99	100	522	515	498	4	11	15	16	32	38	32	13	13	48	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	--	1790	29458	--	99	100	--	490	480	--	15	20	--	48	48	--	11	12	--	26	20
Asian/Pacific Islander	--	137	1673	--	100	99	--	533	531	--	5	4	--	31	29	--	12	14	--	52	53
American Indian/Alaskan Native	--	263	4735	--	100	100	--	476	466	--	27	28	--	41	49	--	11	10	--	21	13
White	45	3386	35880	75	98	100	508	529	515	7	5	7	33	26	32	22	14	16	38	55	45
Students with Disabilities	--	619	9786	--	100	100	--	460	457	--	40	39	--	39	40	--	7	7	--	14	13
Students without Disabilities	47	5190	66233	76	98	99	506	519	503	6	6	11	34	33	39	23	14	14	36	47	35
Limited English Proficient Students	--	972	15206	--	100	100	--	477	459	--	20	31	--	53	53	--	10	7	--	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	--	2753	35714				--	493	480	--	15	20	--	44	47	--	12	12	--	29	20
Non-Economically Disadvantaged	47	3056	40266				506	531	513	6	5	9	34	25	33	23	14	15	36	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	46	5803	76020	74	99	100	523	507	503	9	20	25	4	22	23	65	43	40	22	16	12
All Students (Prior Year)	NC	5721	76202	NC	98	100	NC	510	505	NC	11	19	NC	21	24	NC	53	46	NC	14	11
Female	21	2820	37213	72	99	100	527	508	504	10	17	22	10	21	23	62	46	42	19	16	13
Male	25	2973	38666	76	99	100	520	505	501	8	22	29	0	22	22	68	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	--	1784	29442	--	99	99	--	496	494	--	33	37	--	26	26	--	34	31	--	7	6
Asian/Pacific Islander	--	137	1672	--	100	99	--	518	513	--	9	12	--	20	19	--	50	49	--	20	20
American Indian/Alaskan Native	--	263	4735	--	100	100	--	491	489	--	46	48	--	25	25	--	25	24	--	4	3
White	44	3386	35890	73	98	100	524	513	511	9	12	15	5	19	20	66	48	48	20	21	18
Students with Disabilities	--	617	9784	--	100	100	--	487	485	--	57	58	--	18	19	--	19	19	--	6	4
Students without Disabilities	46	5186	66236	74	98	99	523	509	504	9	16	23	4	22	23	65	45	42	22	17	13
Limited English Proficient Students	--	967	15198	--	100	100	--	490	483	--	43	59	--	28	25	--	25	14	--	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	--	2745	35703				--	497	494	--	31	37	--	26	26	--	36	31	--	8	6
Non-Economically Disadvantaged	46	3058	40274				523	514	509	9	11	17	4	18	20	65	49	47	22	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	47	5771	75673	76	98	100	526	530	530	11	15	12	21	25	25	66	56	58	2	5	4
All Students (Prior Year)	NC	5622	74692	NC	96	99	NC	510	502	NC	12	18	NC	26	27	NC	53	47	NC	9	8
Female	21	2805	37099	72	98	100	546	549	548	5	10	8	14	22	22	81	62	64	0	6	6
Male	26	2956	38441	79	98	99	511	511	513	15	19	16	27	27	29	54	50	52	4	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	--	1776	29305	--	99	99	--	495	507	--	21	16	--	33	31	--	44	51	--	2	2
Asian/Pacific Islander	--	135	1665	--	100	99	--	561	573	--	7	6	--	16	16	--	68	67	--	9	10
American Indian/Alaskan Native	--	261	4707	--	99	100	--	486	492	--	23	19	--	33	33	--	43	46	--	1	1
White	45	3366	35760	75	98	99	526	549	550	11	11	9	22	20	21	64	62	64	2	7	6
Students with Disabilities	--	605	9706	--	100	100	--	444	462	--	48	36	--	24	32	--	25	31	--	2	1
Students without Disabilities	47	5166	65967	76	98	99	526	537	536	11	12	10	21	25	25	66	59	60	2	5	5
Limited English Proficient Students	--	961	15115	--	100	100	--	475	471	--	28	26	--	38	38	--	34	35	--	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	--	2731	35541				--	500	504	--	20	17	--	31	31	--	47	50	--	2	2
Non-Economically Disadvantaged	47	3040	40091				526	553	550	11	10	9	21	19	21	66	63	64	2	7	6

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

8th 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	24	5673	75001	75	99	99	462	489	468	46	24	37	46	33	36	4	24	16	4	20	10
All Students (Prior Year)	NC	5563	71167	NC	98	99	NC	480	463	NC	24	38	NC	41	41	NC	23	14	NC	13	7
Female	15	2761	36846	83	100	99	459	489	468	47	22	36	53	36	38	0	25	16	0	18	10
Male	NC	2908	37974	NC	99	99	NC	489	467	NC	26	39	NC	30	34	NC	23	16	NC	22	11
African American	--	221	3720	--	100	98	--	468	446	--	39	53	--	31	33	--	18	9	--	12	4
Hispanic	NC	1551	26675	NC	99	98	NC	462	448	NC	40	52	NC	37	34	NC	17	10	NC	7	4
Asian/Pacific Islander	--	136	1575	--	100	99	--	507	504	--	17	18	--	27	33	--	22	20	--	34	29
American Indian/Alaskan Native	--	213	4731	--	98	98	--	450	438	--	51	61	--	32	30	--	13	7	--	4	2
White	21	3539	37785	72	99	99	464	502	482	43	16	25	48	32	39	5	27	21	5	25	15
Students with Disabilities	--	476	8802	--	100	100	--	421	418	--	75	79	--	21	16	--	3	3	--	1	1
Students without Disabilities	24	5197	66199	75	99	99	462	494	472	46	20	34	46	34	38	4	25	17	4	21	11
Limited English Proficient Students	--	799	11710	--	100	100	--	454	429	--	46	70	--	37	25	--	13	4	--	4	1
Migrant Students	--	23	709				--	430	442	--	67	57	--	28	34	--	6	7	--	0	2
Economically Disadvantaged	NC	2327	29814				NC	464	448	NC	39	53	NC	35	33	NC	16	10	NC	10	4
Non-Economically Disadvantaged	23	3346	45170				463	505	479	43	14	28	48	31	38	4	28	20	4	26	14

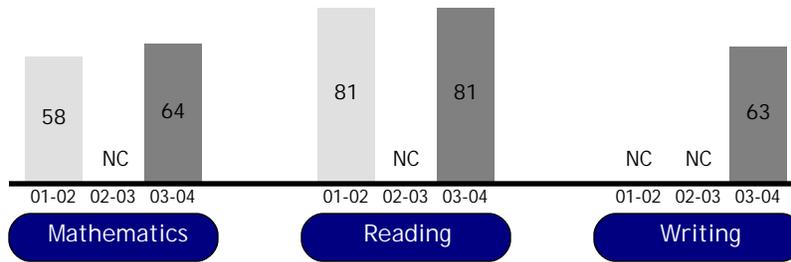
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	5674	74918	72	99	99	523	502	497	22	28	32	9	18	19	48	36	35	22	18	15
All Students (Prior Year)	NC	5561	71100	NC	98	99	NC	507	502	NC	20	25	NC	20	21	NC	44	40	NC	17	15
Female	14	2760	36805	78	99	99	526	507	501	14	25	28	7	19	19	64	37	37	14	19	16
Male	NC	2910	37936	NC	99	99	NC	498	493	NC	32	35	NC	16	18	NC	35	33	NC	17	14
African American	--	222	3719	--	100	98	--	489	481	--	38	43	--	18	21	--	31	29	--	13	7
Hispanic	NC	1550	26645	NC	99	98	NC	477	478	NC	47	46	NC	19	20	NC	27	27	NC	6	6
Asian/Pacific Islander	--	136	1571	--	100	99	--	512	521	--	21	18	--	16	15	--	40	38	--	23	30
American Indian/Alaskan Native	--	214	4729	--	99	98	--	469	468	--	54	57	--	19	19	--	22	19	--	5	4
White	20	3539	37773	69	99	99	526	514	511	20	19	20	10	17	18	45	40	41	25	24	21
Students with Disabilities	--	477	8801	--	100	100	--	440	448	--	81	75	--	11	13	--	6	10	--	2	2
Students without Disabilities	23	5197	66117	72	99	99	523	507	501	22	24	28	9	18	19	48	38	37	22	20	16
Limited English Proficient Students	--	802	11706	--	100	100	--	467	454	--	57	71	--	18	16	--	21	12	--	4	1
Migrant Students	--	23	706				--	449	467	--	78	55	--	22	22	--	0	20	--	0	4
Economically Disadvantaged	NC	2331	29785				NC	479	477	NC	46	47	NC	19	20	NC	28	26	NC	8	6
Non-Economically Disadvantaged	22	3343	45115				526	516	508	18	18	23	9	17	18	50	41	39	23	25	20

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	23	5635	74503	72	99	99	486	479	491	13	13	9	39	37	32	39	42	51	9	8	8
All Students (Prior Year)	NC	5441	69001	NC	96	96	NC	494	490	NC	13	17	NC	36	37	NC	50	45	NC	0	1
Female	14	2744	36686	78	99	99	510	497	506	7	8	5	36	35	29	43	47	57	14	11	9
Male	NC	2886	37644	NC	98	98	NC	461	476	NC	18	13	NC	40	36	NC	37	45	NC	6	6
African American	--	219	3677	--	100	97	--	463	475	--	21	12	--	36	36	--	36	46	--	7	5
Hispanic	NC	1545	26500	NC	99	97	NC	444	467	NC	21	13	NC	45	39	NC	31	44	NC	3	4
Asian/Pacific Islander	--	134	1566	--	100	99	--	497	537	--	11	5	--	32	23	--	44	55	--	13	18
American Indian/Alaskan Native	--	208	4695	--	96	97	--	444	464	--	23	14	--	43	39	--	29	44	--	4	3
White	20	3517	37606	69	98	99	484	495	508	15	9	6	35	35	28	40	47	56	10	10	10
Students with Disabilities	--	472	8662	--	100	100	--	394	409	--	48	37	--	36	42	--	15	20	--	1	1
Students without Disabilities	23	5163	65841	72	99	98	486	486	499	13	10	7	39	38	32	39	44	53	9	9	8
Limited English Proficient Students	--	795	11608	--	100	100	--	422	430	--	30	23	--	45	47	--	23	28	--	2	1
Migrant Students	--	23	701				--	412	449	--	39	17	--	33	43	--	28	38	--	0	1
Economically Disadvantaged	NC	2304	29587				NC	445	465	NC	22	14	NC	42	40	NC	32	43	NC	4	4
Non-Economically Disadvantaged	22	3331	44898				487	500	507	14	7	7	36	34	28	41	48	55	9	11	10

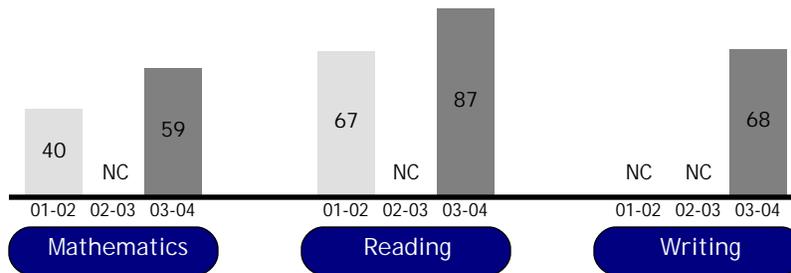
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

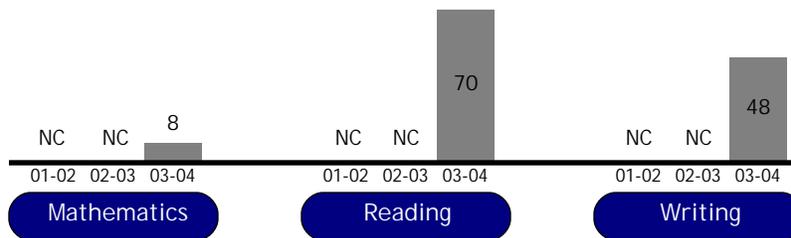
3rd Grade Proficiency



5th Grade Proficiency



8th 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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	49	51	44	83	67	61	50	73	73	NA	58
	Language	100	38	42	39	NC	NC	49	43	89	69	53	50
	Mathematics	100	9	57	52	95	54	67	57	85	67	71	64
3	Reading	95	65	50	43	100	66	57	47	84	73	NA	55
	Language	95	56	53	50	100	66	61	54	93	59	63	61
	Mathematics	95	55	55	50	98	63	64	54	84	56	66	61
4	Reading	98	75	51	47	96	78	62	52	85	70	NA	56
	Language	100	60	47	45	100	68	54	48	86	54	55	52
	Mathematics	100	65	59	52	98	69	68	57	80	56	68	61
5	Reading	100	66	51	46	100	73	59	50	84	80	NA	55
	Language	100	57	45	43	100	57	53	46	87	65	55	49
	Mathematics	100	68	63	54	100	63	68	57	82	72	71	63
6	Reading	100	63	56	49	100	70	62	53	87	74	NA	56
	Language	100	47	47	42	100	58	53	45	89	59	55	48
	Mathematics	100	69	71	58	100	72	75	62	86	74	76	66
7	Reading	100	58	53	48	98	61	59	51	82	66	NA	54
	Language	100	67	56	51	100	64	62	54	89	61	64	58
	Mathematics	100	62	67	54	100	61	74	58	84	66	75	62
8	Reading	100	60	54	49	93	66	58	53	75	72	NA	55
	Language	100	52	51	46	97	59	56	49	78	68	58	52
	Mathematics	100	63	66	54	97	64	69	58	72	64	73	61
9	Reading	100	56	46	37	85	61	50	41	93	68	NA	42
	Language	100	54	49	38	92	54	54	42	86	71	54	42
	Mathematics	100	59	71	56	85	70	74	60	79	63	76	63

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)
- 1 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Safety
- Ü Student Council
- Ü Curriculum
- Ü Field Trips
- Ü Fund Raisers

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	4.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	5	0	0	0
7 to 9 years	2	2	0	0
10 or more years	4	14	0	0

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 3
- Core academic classes taught by Highly Qualified (NCLB) teachers. 4
- Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Lab - PC and Mac
- Ü Multipurpose Room
- Ü Media Center/Library

Extracurricular Activities

- Ü Symphony Trips
- Ü Student Council
- Ü Project Exploration Field Trips
- Ü Museum Trips and Other Field Trips
- Ü Theater Package

Social Services

- Ü Parent and Adult Education Classes
- Ü Counseling Services
- Ü Free Textbook Checkout
- Ü Parent Curriculum Room

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Several students qualified for the Mesa Public Schools all city honor band.
  
- ü One student won first place at the Central Arizona Science and Engineering Fair and Maricopa County Science Fair.
  
- ü One student won 2nd place in the Real Hero Essay Contest provided by the Red Cross and Intel.
  
- ü Many students participated in art and writing contests and won honors.

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	2
Transfers In <sup>7</sup> (Out of District)	5	10	9	9
Promotion Rate <sup>8</sup>	100	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	0	NA		3
Status Unknown <sup>11</sup>	0			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	63	41
Grades 3-4	69	70
Grades 4-5	58	71
Grades 5-6	76	83
Grades 6-7	92	93
Grades 7-8	NC	NC

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

Regular fire drills. Small class sizes. Parent involvement. Lock-down procedures. Security system.

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	Inagean Anderson	(480) 472-3685
Transportation Policy	Kathy Tolar	(480) 472-3695
Community Resources	Kathy Tolar	(480) 472-3695
School Nutrition Programs	Kathy Tolar	(480) 472-3685
Parent Organization	Cindy Hawkinson	(480) 857-7387
Student Health/Nurse	Kelly Kathe	(480) 472-3575

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.