

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Mesquite Elementary School

Gilbert Unified District
1000 E. Mesquite, Gilbert, AZ 85296

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Principal: Mr. Michael Hallock

Schedule: 8:00 AM to 4:00 PM

Web Address: www.gilbert.k12.az.us

E-mail: Michael_Hallock@gilbert.k12.az.us

Grades: K-6

2002 Enrollment: 801

Phone: (480) 813-1240

Fax: (480) 813-7387

∨ School Overview ∨

Mission

Our mission is to provide an educational environment where all students achieve academic excellence, strong interpersonal skills, self-esteem and physical growth/development. Central to this mission is teamwork and the conviction that the teacher/student relationship is of highest priority. Cooperation among teachers, parents, administrators, support staff and our community creates a positive school environment where the teacher/student relationship is meaningful and enjoyable.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Team Teaching

School/Academic Goals

- w Teacher training in strategies for improving students' critical thinking/problem solving in accordance to the district model: Thinking for Teaching.
- w Refinement of both principal and teacher communications with parents in order to increase the level of parental involvement at Mesquite Elementary.
- w We are sponsoring service learning for Chandler-Gilbert Community College, Mesa Community College, Rio Salado and ASU.
- w Mesquite is implementing new reading, math and Character Education. We are using the Rigby reading along Accelerated Reader. We are using the Harcourt Math program. Our schoolwide goal this year will emphasize writing and journaling.

Instructional Programs

- w Full-day Kindergarten
- w Gifted Classes
- w On-site Special Education
- w Integrated Curriculum/Instruction
- w Technology-based Learning
- w ESL (English as Second Language)
- w Learning Lab Tutoring
- w Primary Grade Special Reading

Enrollment

October 1, 2001 School Year Student Enrollment:	833
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	86

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w School Safety Issues
- w Instructional Strategies
- w Parent/Educator Relations
- w Budget - Proposition 301
- w Teacher Inservice Plans
- w Extracurricular Activities

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	46.00
Other Professional Staff	4.00	Teacher Aide	23.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	0	0	0
4 to 6 years	10	8	0	0
7 to 9 years	12	12	0	0
10 or more years	14	14	1	0

∨ **Shared Responsibilities** ∨

School

Mesquite adheres to strong academic standards and basic skills, as well as a commitment to reaching the highest in individual student potential. School procedures are provided in the Elementary School Handbook. Additional programs include Accelerated Reader Program in K-6; Quest Reading in grades 4-6; Study Skills 4-6; Learning Lab K-6; Student Council; Fine Arts programs; Art Masterpiece; Peer Mediation; DARE; CHAMPS and the school and class monthly newsletters and progress reports.

Parents

Parents are responsible for ensuring that students arrive at school on time, in appropriate attire, with their homework completed and ready to learn. Parents are also responsible for the health and well-being of their child and should report to the office any health issues that the school should be aware of. Parental participation is encouraged in such activities as the PTSO, Dads' Club, classroom volunteers, School Site Council and any additional extracurricular activities.

∨ **Transportation Policy** ∨

Mesquite Elementary provides bus transportation for students who live one mile or more from the school or who live where there are hazards, such as major arterial streets/intersections. We encourage parents to supervise their children at the bus stop. The bus driver has the authority to enforce the rules of conduct as to bus behavior. Students who behave inappropriately may lose their bus privileges.

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|--|
| <p>W Volunteer program that encourages parents and the surrounding community to assist in the classroom and special projects that include over 300 volunteers.</p> | <p>W Gilbert High partnership with high school students from agriculture science, peer leadership classes and the drama department. Projects are shared and performed by both elementary and high school students.</p> |
| <p>W Winners in district poetry and writing contests. Mesquite Elementary's Student Council received the Honor Council School of Excellence Award for outstanding leadership from The National Association of Elementary School Principals.</p> | <p>W Sixth Grade CHAMPS groups have made some outstanding contributions to the town of Gilbert as well as valleywide to help needy families and support the United Food Bank.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	5.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	0.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Fulbright Teacher Scholarship to Japan	1999
National Essay Winners	1999
State Winner of Invention Contest	2000
Fulbright Teacher Scholarship to Korea	2000

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	87	539	2%	13%	40%	45%
	School State	58840	524	9%	17%	45%	29%
Writing	School	87	565	2%	2%	71%	24%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	88	536	3%	10%	52%	34%
	State	59030	517	11%	27%	35%	27%

Legend

MS	- The Mean Scale 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.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

Grade 5

Reading	School	112	509	13%	14%	52%	21%
	State	61305	505	21%	20%	43%	15%
Writing	School	115	539	3%	18%	57%	21%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	113	501	9%	37%	14%	40%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	95	67	60	--	--	--
2	Reading	--	--	--	100	68	50	95	66	52	84	73	53	91	71	57
	Language	--	--	--	100	73	40	94	72	43	84	71	44	91	73	48
	Mathematics	--	--	--	100	80	51	96	74	55	88	84	57	91	84	61
3	Reading	93	64	47	100	59	47	100	60	48	90	64	50	80	63	50
	Language	98	73	49	100	70	51	100	68	54	91	71	56	80	75	57
	Mathematics	96	69	46	100	64	49	100	61	52	91	64	54	80	66	56
4	Reading	89	68	53	100	65	54	98	66	54	96	68	55	88	70	55
	Language	91	65	47	100	63	49	98	61	48	94	62	50	91	60	50
	Mathematics	91	66	51	100	66	54	98	68	55	96	69	57	92	68	58
5	Reading	98	67	51	100	70	51	95	61	51	92	67	51	90	65	53
	Language	98	52	42	100	63	44	94	56	45	92	62	45	91	57	47
	Mathematics	93	71	51	100	74	54	94	67	55	92	73	57	91	71	59
6	Reading	91	61	53	100	68	54	100	74	53	83	70	54	89	72	56
	Language	91	56	41	100	64	44	100	67	44	84	65	45	89	64	47
	Mathematics	91	72	57	100	77	59	100	82	60	84	82	63	89	79	65

∨ **Measure of Academic Progress** ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	63	38
Grades 3-4	85	75
Grades 4-5	61	71
Grades 5-6	81	87
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We are continuing Character Counts on our campus. There are Six Pillars which are as follows: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. Our faculty has been trained how to teach each of these pillars which are reinforcement of the teachings from the home. As we work on the curriculum and make it a part of our school we will be able to promote a safe and orderly climate for optimum learning.

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

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,400	\$1,913,417
Classroom Supplies	\$27	\$21,234
Administration	\$292	\$232,791
Support Services-Students	\$117	\$92,917
Other Support Services and Operations	\$598	\$476,692
Total Expenditures- All Categories 2000-2001	\$3,433	\$2,737,051

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Michael Hallock	(480) 813-1240	204
Transportation Policy	Jay Morris	(480) 497-3314	314
Community Resources	P.J. Sessoms	(480) 497-3396	396
School Nutrition Programs	Debbie McCarron	(480) 497-3370	
Parent Organization	Tammi Souza	(480) 813-1240	
Student Health/Nurse	Sherry Shinn	(480) 497-3459	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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