

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1000 E. Mesquite Street, Gilbert, AZ 85296

Gilbert 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	Performing
2001-02	Improving

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

### School Overview

Principal/Administrator : Mr. Jack Blanchard  
 Schedule : 7:30 AM to 4:30 PM  
 Grades : K-6  
 2004 Enrollment : 685  
 Web Address : [www.gilbert.k12.az.us/info/schools/mesquite\\_E](http://www.gilbert.k12.az.us/info/schools/mesquite_E)  
 Phone Number : (480) 813-1240  
 Fax Number : (480) 813-7387  
 E-mail : [jack\\_blanchard@gilbert.k12.az.us](mailto:jack_blanchard@gilbert.k12.az.us)

### Mission

Our mission is to partner with parents to provide a rich educational environment where students may strive for academic excellence while developing interpersonal skills and self esteem. A strong home-to-school partnership is central to our mission.

### 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 Teacher training in strategies and methods for increasing student achievement in the core-curricular area of mathematics. Focus will be on increasing achievement on the Sat 9, AIMS and District CRE tests.
- ü A secondary focus is on the improvement of reading scores through a focused effort on identifying and remediating students who are struggling. In addition to our regular reading program, we also use Reading Renaissance techniques as a supplement.
- ü Refinement of both principal and teacher communications with parents in order to increase the level of parental involvement at Mesquite Elementary.

### Enrollment

October 1, 2003 School Year Student Enrollment : 756  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 105

Instructional Programs

- Û Full-day & 1/2 day Kindergarten
- Û Gifted Classes
- Û On-site Special Education
- Û Integrated Curriculum/Instruction
- Û Autism - Kindergarten, Pri. & Inter.
- Û Functional SCILLS - Pri. & Inter.
- Û English Language Learners (ELL)

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

We provide a strong academic education in a safe environment. School procedures provided through the Elementary School Handbook. Programs: Accelerated Reader K-6; Study Skills 4-6; Student Council; Fine Arts programs; Peer Mediation; CHAMPS.

Parents

Parents are responsible for ensuring that students arrive at school on time, in appropriate attire and are ready to learn. Parents are also responsible for the health and well-being of their child. Active parental involvement and parent support of the school's policies and procedures is encouraged.

Transportation Policy

Bus transportation is provided for students who live one mile or more from the school or who live where there are hazards, such as major streets/intersections. The bus driver has the authority to enforce the rules of conduct as to bus behavior.

School Honors

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

Award/Honor

Year

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	106	2770	75509	98	100	100	526	541	521	8	6	13	18	17	23	41	35	33	32	42	31
All Students (Prior Year)	106	2623	75372	100	99	100	535	539	523	5	3	9	19	16	25	41	40	36	34	40	30
Female	52	1380	37013	98	100	100	531	543	522	10	5	12	12	17	24	41	34	33	37	44	31
Male	54	1390	38430	98	99	99	521	538	521	6	7	14	24	17	22	42	36	33	28	40	31
African American	NC	109	3660	NC	100	99	NC	509	496	NC	10	24	NC	37	31	NC	34	28	NC	19	18
Hispanic	18	412	30486	100	100	99	513	523	505	19	10	18	19	23	29	31	34	32	31	33	21
Asian/Pacific Islander	NC	111	1780	NC	100	98	NC	559	549	NC	3	5	NC	15	13	NC	29	33	NC	53	50
American Indian/Alaskan Native	--	23	4075	--	100	100	--	522	486	--	5	28	--	20	34	--	50	26	--	25	12
White	79	2113	35192	98	99	99	531	544	534	4	5	8	18	15	19	45	36	35	33	45	39
Students with Disabilities	NC	351	9708	NC	100	100	NC	512	489	NC	19	32	NC	27	27	NC	27	24	NC	26	17
Students without Disabilities	97	2419	65801	100	98	98	527	543	525	9	4	11	17	16	23	40	36	34	34	44	33
Limited English Proficient Students	NC	123	16928	NC	100	100	NC	499	485	NC	11	29	NC	43	33	NC	30	26	NC	15	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	343	36411				NC	515	503	NC	11	19	NC	26	29	NC	38	32	NC	26	20
Non-Economically Disadvantaged	98	2427	39040				530	544	534	5	5	8	16	16	19	44	35	34	34	44	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	106	2774	75492	98	100	100	529	533	519	4	4	12	11	11	16	53	50	47	32	35	24
All Students (Prior Year)	106	2633	75221	100	99	100	535	535	523	3	2	8	13	8	16	50	61	56	34	28	21
Female	52	1382	37014	98	100	100	534	538	523	2	3	10	12	9	15	49	48	48	37	40	27
Male	54	1392	38400	98	99	99	525	528	516	6	6	14	10	12	17	56	53	47	28	29	21
African American	NC	110	3665	NC	100	99	NC	514	505	NC	10	20	NC	22	22	NC	47	43	NC	20	14
Hispanic	18	413	30438	100	100	99	520	524	508	6	7	17	19	15	21	56	51	47	19	27	15
Asian/Pacific Islander	NC	111	1773	NC	100	98	NC	538	534	NC	3	4	NC	7	10	NC	49	50	NC	41	36
American Indian/Alaskan Native	--	23	4081	--	100	100	--	516	498	--	0	25	--	30	26	--	65	40	--	5	8
White	79	2113	35177	98	99	99	532	535	528	4	4	8	8	9	13	54	50	49	34	37	31
Students with Disabilities	NC	352	9707	NC	100	100	NC	512	495	NC	18	33	NC	17	21	NC	46	33	NC	19	13
Students without Disabilities	97	2422	65785	100	98	98	529	535	522	4	3	10	12	10	16	50	51	49	34	36	26
Limited English Proficient Students	NC	123	16905	NC	100	100	NC	504	489	NC	15	34	NC	26	28	NC	54	32	NC	4	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	344	36302				NC	518	507	NC	9	18	NC	20	21	NC	48	46	NC	23	14
Non-Economically Disadvantaged	98	2430	39164				532	535	528	3	4	8	9	9	13	54	51	48	34	36	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	106	2766	75053	98	99	99	609	615	597	5	5	7	8	8	12	79	76	72	8	10	9
All Students (Prior Year)	101	2563	73654	96	97	99	545	542	530	3	3	9	8	7	13	81	78	70	9	11	7
Female	52	1377	36872	98	100	99	659	640	621	0	3	5	4	6	9	82	76	74	14	14	12
Male	54	1389	38109	98	99	99	560	589	573	10	7	10	12	11	14	76	76	69	2	6	6
African American	NC	108	3636	NC	100	99	NC	571	568	NC	10	12	NC	7	16	NC	78	67	NC	4	6
Hispanic	18	413	30235	100	100	98	605	603	575	0	7	9	6	8	14	94	76	70	0	9	6
Asian/Pacific Islander	NC	110	1768	NC	99	98	NC	643	651	NC	2	3	NC	5	5	NC	78	72	NC	15	19
American Indian/Alaskan Native	--	23	4044	--	100	99	--	593	550	--	0	13	--	15	17	--	85	66	--	0	4
White	79	2109	35028	98	99	99	610	618	613	5	4	6	9	9	10	75	76	73	11	11	11
Students with Disabilities	NC	351	9625	NC	100	100	NC	569	530	NC	14	21	NC	16	21	NC	64	55	NC	6	4
Students without Disabilities	97	2415	65428	100	98	98	613	620	604	5	4	6	6	8	11	80	78	73	9	11	10
Limited English Proficient Students	NC	123	16765	NC	100	100	NC	561	525	NC	7	17	NC	15	20	NC	76	60	NC	2	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	343	36077				NC	580	566	NC	9	10	NC	11	16	NC	75	69	NC	5	5
Non-Economically Disadvantaged	98	2423	38950				615	619	618	4	4	5	8	8	9	80	76	73	9	11	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	110	2691	76019	97	100	100	504	512	499	2	7	14	50	35	39	18	17	14	30	41	33
All Students (Prior Year)	148	2679	76230	100	99	100	498	513	498	11	4	12	34	34	38	18	15	12	37	47	37
Female	61	1281	37207	100	99	100	502	511	499	2	6	12	55	38	41	17	17	14	26	39	33
Male	49	1401	38677	94	100	100	506	512	498	2	8	15	43	32	38	20	17	13	35	43	34
African American	NC	99	3817	NC	93	100	NC	482	475	NC	15	23	NC	52	47	NC	12	11	NC	22	18
Hispanic	17	406	29458	94	98	100	492	492	480	0	12	20	57	48	48	29	15	12	14	25	20
Asian/Pacific Islander	NC	85	1673	NC	96	99	NC	526	531	NC	1	4	NC	26	29	NC	25	14	NC	47	53
American Indian/Alaskan Native	--	27	4735	--	100	100	--	494	466	--	9	28	--	43	49	--	22	10	--	26	13
White	88	2035	35880	98	99	100	507	516	515	2	5	7	47	32	32	18	17	16	33	45	45
Students with Disabilities	12	340	9786	80	100	100	490	475	457	14	28	39	29	40	40	14	9	7	43	23	13
Students without Disabilities	98	2351	66233	100	98	99	505	515	503	1	5	11	52	35	39	19	18	14	29	43	35
Limited English Proficient Students	NC	82	15206	NC	100	100	NC	469	459	NC	10	31	NC	74	53	NC	13	7	NC	3	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	352	35714				NC	494	480	NC	13	20	NC	45	47	NC	15	12	NC	28	20
Non-Economically Disadvantaged	102	2339	40266				505	514	513	2	6	9	47	34	33	20	17	15	31	43	43

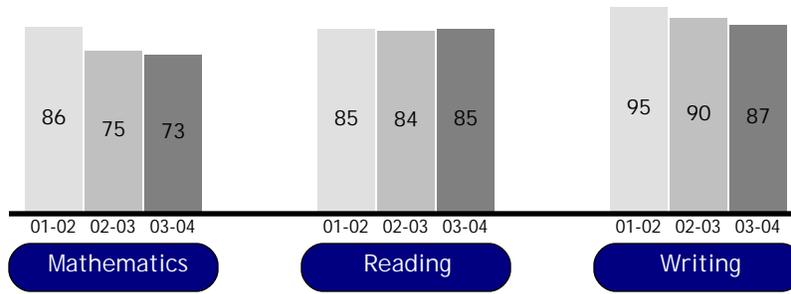
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	2700	76020	97	100	100	511	511	503	9	13	25	23	20	23	50	50	40	18	17	12
All Students (Prior Year)	148	2678	76202	100	99	100	510	514	505	8	6	19	17	19	24	61	58	46	14	17	11
Female	61	1283	37213	100	100	100	512	512	504	3	11	22	28	20	23	50	50	42	19	19	13
Male	49	1402	38666	94	100	100	510	510	501	15	15	29	17	20	22	51	49	38	17	16	12
African American	NC	99	3819	NC	93	100	NC	502	494	NC	27	37	NC	22	26	NC	41	31	NC	9	6
Hispanic	17	406	29442	94	98	99	503	501	494	7	22	37	36	25	26	43	46	31	14	8	6
Asian/Pacific Islander	NC	85	1672	NC	96	99	NC	513	513	NC	7	12	NC	20	19	NC	54	49	NC	20	20
American Indian/Alaskan Native	--	27	4735	--	100	100	--	501	489	--	13	48	--	35	25	--	43	24	--	9	3
White	88	2036	35890	98	100	100	513	513	511	9	11	15	21	19	20	50	51	48	20	19	18
Students with Disabilities	12	343	9784	80	100	100	502	496	485	25	38	58	13	25	19	50	27	19	13	9	4
Students without Disabilities	98	2357	66236	100	98	99	512	512	504	7	11	23	24	20	23	51	51	42	19	18	13
Limited English Proficient Students	NC	82	15198	NC	100	100	NC	488	483	NC	32	59	NC	52	25	NC	16	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	352	35703				NC	501	494	NC	20	37	NC	23	26	NC	50	31	NC	6	6
Non-Economically Disadvantaged	102	2348	40274				512	512	509	8	12	17	21	20	20	51	50	47	19	19	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	110	2697	75673	97	100	100	566	555	530	4	7	12	13	20	25	74	66	58	9	6	4
All Students (Prior Year)	140	2627	74692	95	97	99	519	520	502	11	7	18	18	23	27	58	59	47	13	11	8
Female	61	1282	37099	100	100	100	575	575	548	2	4	8	12	14	22	78	74	64	9	8	6
Male	49	1402	38441	94	100	99	554	537	513	6	10	16	15	26	29	70	59	52	9	5	3
African American	NC	99	3791	NC	93	99	NC	521	506	NC	8	18	NC	37	29	NC	52	50	NC	3	3
Hispanic	17	404	29305	94	97	99	523	535	507	20	9	16	7	22	31	67	64	51	7	4	2
Asian/Pacific Islander	NC	85	1665	NC	96	99	NC	582	573	NC	4	6	NC	16	16	NC	70	67	NC	11	10
American Indian/Alaskan Native	--	27	4707	--	100	100	--	552	492	--	9	19	--	22	33	--	70	46	--	0	1
White	88	2035	35760	98	99	99	574	560	550	1	6	9	15	20	21	74	67	64	9	7	6
Students with Disabilities	12	344	9706	80	100	100	498	493	462	13	27	36	38	31	32	50	38	31	0	3	1
Students without Disabilities	98	2353	65967	100	98	99	571	560	536	3	5	10	11	20	25	76	69	60	9	7	5
Limited English Proficient Students	NC	82	15115	NC	100	100	NC	484	471	NC	29	26	NC	35	38	NC	32	35	NC	3	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	351	35541				NC	534	504	NC	10	17	NC	24	31	NC	63	50	NC	2	2
Non-Economically Disadvantaged	102	2346	40091				567	558	550	4	6	9	13	20	21	73	67	64	9	7	6

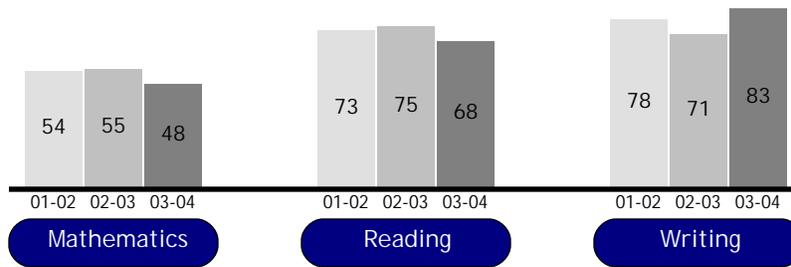
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**School Improvement - Year 1:**

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:**

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:**

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](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	95	69	64	44	100	67	68	50	96	77	NA	58
	Language	95	71	60	39	100	73	62	43	97	79	63	50
	Mathematics	95	83	70	52	100	79	72	57	97	91	76	64
3	Reading	91	62	64	43	100	68	67	47	99	67	NA	55
	Language	91	74	72	50	100	73	72	54	99	66	76	61
	Mathematics	91	65	68	50	99	68	70	54	99	60	72	61
4	Reading	99	64	68	47	99	71	73	52	98	66	NA	56
	Language	99	58	62	45	99	65	66	48	98	60	66	52
	Mathematics	99	66	71	52	99	73	74	57	98	75	73	61
5	Reading	98	63	64	46	99	71	69	50	97	69	NA	55
	Language	98	56	59	43	100	60	63	46	97	54	63	49
	Mathematics	99	70	73	54	99	73	76	57	97	72	77	63
6	Reading	94	70	67	49	99	71	69	53	100	71	NA	56
	Language	94	62	60	42	100	68	63	45	100	66	64	48
	Mathematics	95	78	78	58	99	79	80	62	100	81	81	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)
- 1 Non-certified Employee(s)
- 9 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü School/Community Relations
- Ü Facility Improvement
- Ü Student Rewards

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	49.00
Other Professional Staff	5.00	Teacher Aide	26.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	5	0	0
4 to 6 years	6	4	0	0
7 to 9 years	0	7	0	0
10 or more years	2	13	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	41
Core academic classes taught by Highly Qualified (NCLB) teachers.	117
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center/Library
- Ü Band & Strings Facilities
- Ü Project Room

Extracurricular Activities

- Ü Peer Mediators
- Ü CHAMPS
- Ü Student Council
- Ü Chess Club
- Ü Intramurals

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Before and After School Care Available
- Ü Crisis Intervention
- Ü Social Worker
- Ü Psychologist

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Volunteer program that encourages parents and the surrounding community to assist in the classroom and special projects that include over 300 volunteers.
  
- ü Partnership with Gilbert High School students and Community College students to assist in classrooms and focus on mathematics instruction.

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>	5	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	6	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	66	35
Grades 3-4	73	83
Grades 4-5	64	76
Grades 5-6	78	83

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

Following regular teacher directed classroom interventions, a Responsibility Center is used as a positive intervention so that students can do reflective thinking about their actions and the consequences of those actions. The faculty is trained in methods for teaching the Six Pillars of Character Counts. In addition, fire drills and lockdown drills are practiced regularly.

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) :

1

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	Jack Blanchard	(480) 813-1240
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Diane Bowers	(480) 497-3482
School Nutrition Programs	Debbie McCarron	(480) 497-3370
Parent Organization	Tom Womack	(480) 813-1240
Student Health/Nurse	Sherry Shinn	(480) 558-5131

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.