

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Mesquite Elementary School

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

Casa Grande Elementary District
129 N. Arizola Road, Casa Grande, AZ 85222

Principal: Mr. Thomas E. Collins
Schedule: 8:00 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: tom.collins@cgelem.k12.az.us

Grades: Pre-K-5
2002 Enrollment: 606
Phone: (520) 836-7787
Fax: (520) 836-3289

∨ School Overview ∨

Mission

Mesquite Elementary School is home to the Roadrunners and our mission is . . . Success for Everyone One--the Responsibility is Yours and Mine. With this mission in mind, we are a school that is dedicated to children and we strive to provide each student with an enriching educational experience. We are also a school dedicated to academic excellence and the improvement efforts in place demonstrate our continual improvement so as to best serve our school community.

Organization and Philosophy

- w Traditional, Self-contained Classrooms
- w Multiage Classrooms (1-2)
- w Transitional Bilingual Instruction (K-5)
- w Primary Autism Program (Pre-K-2)

Instructional Programs

- w At-risk Preschool
- w Gifted Instruction
- w Transitional Bilingual Instruction (K-5)
- w Title I Reading Instruction
- w On-site Special Education
- w Primary Autistism Program
- w C.L.I.P. Reading Program (1st Grade)
- w S.O.A.R. Reading Program (Grades 3-5)

School/Academic Goals

- w Mesquite Elementary School will maintain a rating of A or B by eighty percent of our parents, as measured by our district parent survey.
- w Mesquite Elementary School will increase the number of students at or above grade level (50th percentile, Meets or Exceeds) in math to 75% by 2007.
- w Mesquite Elementary School will close the achievement gap for indentified (under performing) students by 2007 in math.

Enrollment

October 1, 2001 School Year Student Enrollment:	604
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	31

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)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w School Curriculum/Instruction
- w School Improvement
- w School/Business/Community Relations
- w School Safety Issues
- w Dress Code and School Uniform Policy
- w Student Discipline

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	43.00
Other Professional Staff	3.00	Teacher Aide	13.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Parents are viewed as team members in meeting the academic and social goals of our students. Built into the mission is this belief. Parents, as a true team member, are seen with the responsibility to assist their children, the school and the community in these efforts.

Parents

As a team member, parents should be actively involved in their child's growth at Mesquite. As such, parents should maintain open communication with school staff so as to promote the highest degree of growth within their student(s).

∨ **Transportation Policy** ∨

Elementary students living more than one mile from school are eligible for service. Students must follow rules/regulations concerning bus transport to assure the safety of all children. Students who do not follow the rules may lose the privilege of riding the bus. If students are suspended from the bus, parents will be responsible for transport. Students must have written permission from parents and the principal to board or leave a bus that is not their designated bus/bus stop.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 8/12/02
Average Daily Instruction Time: 6 hrs. 30 min. **Last Day of School:** 5/23/03
Operates on Traditional Schedule

Report Card Release Dates

10/11/02 1/7/03 3/21/03 5/22/03

Additional Calendar/Report Card Information

Information regarding student progress is communicated to parents bimonthly through newsletters and progress reports.

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

- W Media Center & Computer Lab
- W Music Room with Practice Rooms
- W Art & Science Room
- W Baseball & Soccer Fields

Extracurricular Activities

- W Student Council
- W Band/Honors Band
- W Adopt-a-Highway Program
- W Oasis Afterschool Program (21st Century)

School/Community Resources

- W Health Services
- W Boy & Girl Scouts
- W Afterschool Athletic Programs
- W Counseling Referral Services
- W Clothing & Food Banks

∨ 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

- W Each year, Mesquite selects three goals for school improvement and focus. During the past two school years, Mesquite students, parents and staff worked collaboratively to achieve all three goals.
- W Mesquite students consistently participate with community organizations and earn recognition through the county anti-drug poster and essay contests.
- W Annually, Mesquite fifth grade students are recognized by the local Optimist chapter for their outstanding achievement in school, as well as a strong degree of volunteerism within the Casa Grande community.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	12.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	8.6 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	11.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.4 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.6 %	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
Elks Drug Poster	2002
District Math Fair Achievements	2002
Sunrise Optimist Club Youth	2002
Electric Light Parade Holiday Float	2002

∨ 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	School	62	509	15%	26%	35%	24%
	State	58840	524	9%	17%	45%	29%	
Writing	School	58	520	19%	19%	57%	5%	
	State	57282	541	10%	12%	63%	16%	
Mathematics	School	63	488	29%	37%	21%	14%	
	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	90	490	43%	24%	21%	11%
	State	61305	505	21%	20%	43%	15%
Writing	School	84	486	32%	33%	27%	7%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	90	460	30%	46%	7%	18%
	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	--	--	--	--	--	--	--	--	--	79	44	60	--	--	--
2	Reading	--	--	--	94	34	50	92	24	52	71	41	53	84	43	57
	Language	--	--	--	98	24	40	97	16	43	73	26	44	90	32	48
	Mathematics	--	--	--	98	27	51	96	24	55	77	36	57	90	50	61
3	Reading	98	24	47	100	25	47	98	30	48	48	36	50	75	35	50
	Language	100	29	49	100	32	51	99	38	54	67	44	56	76	38	57
	Mathematics	100	22	46	100	25	49	100	33	52	67	36	54	76	28	56
4	Reading	86	28	53	95	32	54	87	39	54	77	40	55	62	44	55
	Language	90	25	47	100	30	49	95	35	48	82	35	50	65	35	50
	Mathematics	90	22	51	100	29	54	96	33	55	81	33	57	65	38	58
5	Reading	100	24	51	100	23	51	90	29	51	77	38	51	82	39	53
	Language	100	26	42	100	18	44	92	24	45	83	33	45	85	33	47
	Mathematics	100	28	51	100	27	54	93	28	55	85	31	57	84	37	59

∨ **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	59	52
Grades 3-4	87	64
Grades 4-5	67	75
Grades 5-6	***	***

*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

For the 2002-03 school year, Mesquite will be implementing the Second Step Program for the second year as a measure to provide students with self-management skills. The program includes three units: Empathy, Impulse Control, and Anger Management. All school employees have been trained in how to administer the program and parent training sessions were conducted throughout the previous school year. For the 2002-03 school year, peer mediation will be implemented at Mesquite.

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

School uniforms are 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	\$2,350	\$1,702,333
Classroom Supplies	\$30	\$21,811
Administration	\$373	\$270,322
Support Services-Students	\$155	\$112,599
Other Support Services and Operations	\$621	\$449,945
Total Expenditures- All Categories 2000-2001	\$3,529	\$2,557,010

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	Robyn Patosh	(520) 836-7787	
Transportation Policy	Paul Potts	(520) 836-5231	
Community Resources	Thomas Collins	(520) 836-7787	4536
School Nutrition Programs	Germaine Garcia	(520) 836-6694	
Parent Organization	Robyn Patosh	(520) 836-7787	
Student Health/Nurse	Jewell LaVoo	(520) 836-7787	

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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