

Mesquite High School

ARIZONA SCHOOL REPORT CARD 2003-04

500 S. McQueen, Gilbert, AZ 85233

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 LEARNS¹

High School
Achievement Profile *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Dominic Marchiando
Schedule : 6:30 AM to 4:30 PM
Grades : 9-12
2003 Enrollment : 3067
Web Address : gilbert.k12.az.us
Phone Number : (480) 632-4750
Fax Number : (480) 632-4777
E-mail : ken_fetter@gilbert.k12.az.us

Mission

The Mesquite High School community provides a safe, integrated learning environment for all students. Critical-thinking skills and lifelong-learning opportunities are presented using the schools advanced technological resources.

School / Academic Goals

- ü Student will complete core curriculum and pass the district exams with a competency of 80% or above.
- ü Student will assume appropriate responsibility for their school work, attendance and behavior.

Instructional Programs

- ü Honors Classes
- ü On-site Special Education
- ü Block Classes
- ü Advanced Placement

Enrollment

October 1, 2002 School Year Student Enrollment : 2912
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 552

Calendar Information

Number of Instruction Days : 177
Average Daily Instruction Time : 5 hours 0 minutes
First Day of School : 8/14/2003
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 6 School Administrator(s)
- 0 Non-certified Employee(s)
- 3 Teacher(s)
- 25 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Enrollment Issues

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	6.00	Teacher	176.00
Other Professional Staff	10.00	Teacher Aide	16.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	28	9	0	1
4 to 6 years	17	28	0	0
7 to 9 years	9	20	1	0
10 or more years	8	52	1	2

Shared Responsibilities

School

Mesquite High School adheres to high academic standards for all students. A yearly school calendar, course description book and student handbook are available for all parents. Board of Education disciplinary policies are mailed to each household.

Parents

Parents are responsible to see that students report to school on time and are ready to learn. Parents are responsible for the health and well-being of their children and for reporting any health issues to the school.

Resources Available at School Site

Special Facilities

- Ü Technology Centers (2)
- Ü Family and Consumer Science Food Lab

Extracurricular Activities

- Ü National Honor Society
- Ü FFA
- Ü FBLA
- Ü Speech and Debate Team

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Counseling Services
- Ü Crisis Intervention

Transportation Policy

Students may ride a bus if they live 1.5 miles or more from Mesquite High School. Twenty-three regular buses and five special needs buses are provided. Boundaries cover approximately 23 square miles.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Mesquite High School had 70% of its student body participate in Renaissance.

- ü All four Gilbert high schools lead the East Valley in achieving the top scores on the reading, math and language subtests of the Stanford 9 Achievement Test and AIMS (Arizona's Instrument to Measure Standards).

School Honors

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

Award/Honor	Year
ü National Merit Semifinalists (3)	2002
ü National Merit Winners (3)	2003
ü National Merit Letter of Commendations (5)	2003
ü Presidential Scholar Student and Teacher	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	97	95	94	96
Transfers Out ³	15	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	5	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	1			8
Status Unknown ⁹	1			6
Graduation Rate ¹⁰	100			76

Measure of Academic Progress

No MAP data found for this school.

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

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 2002-03. 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 2003. 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. 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).

10th 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	741	2326	57534	99	99	91	521	521	491	16	16	46	15	14	16	37	34	23	32	36	15
All Students (Prior Year)	632	2066	51010	NA	NA	NA	507	511	483	20	18	45	21	19	20	36	34	23	24	28	11
Female	364	1146	28155	99	99	90	518	520	491	17	17	47	16	15	16	35	33	24	32	35	14
Male	377	1179	28932	99	100	89	523	522	491	16	15	46	13	13	15	38	36	23	32	36	16
African American	25	69	2558	74	77	86	488	492	475	42	40	64	21	17	15	38	35	16	0	8	6
Hispanic	90	286	17547	101	104	86	503	504	475	27	28	64	15	17	15	39	36	15	18	19	6
Asian/Pacific Islander	44	86	1395	94	105	96	548	542	519	7	9	22	17	15	16	34	35	28	41	41	35
American Indian/Alaskan Native	NC	18	3794	NC	164	91	NC	502	468	NC	27	72	NC	20	13	NC	27	12	NC	27	3
White	527	1727	29790	92	92	86	523	524	501	14	13	34	14	13	17	36	34	29	36	40	20
Students with Disabilities	67	250	5562	97	117	93	NA	498	461	NA	60	79	NA	0	10	NA	10	8	NA	30	3
Students without Disabilities	674	2076	51972	99	98	90	521	521	492	16	16	45	15	14	16	37	34	24	32	36	15
Limited English Proficient Students	NC	22	5467	NC	116	111	NC	475	458	NC	50	87	NC	50	7	NC	0	5	NC	0	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	--	--	10446				--	--	472	--	--	70	--	--	13	--	--	13	--	--	4
Non-Economically Disadvantaged	741	2326	47088				521	521	495	16	16	42	15	14	16	37	34	26	32	36	17

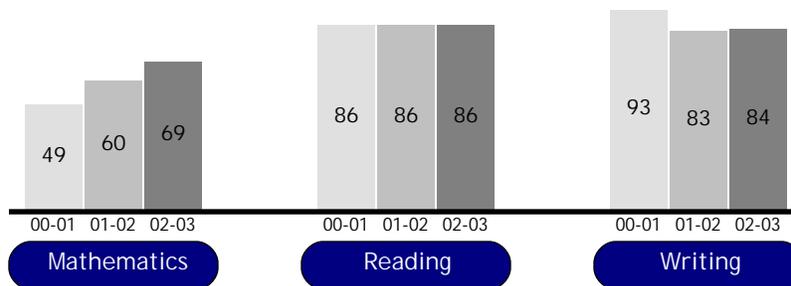
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	735	2280	56700	98	97	89	537	535	512	3	3	15	11	12	23	67	67	52	19	19	10
All Students (Prior Year)	629	2060	50525	NA	NA	NA	534	539	517	3	2	12	11	11	22	68	63	51	18	23	15
Female	363	1133	27862	99	98	89	539	538	517	1	2	12	12	11	22	65	65	54	22	22	12
Male	372	1146	28398	98	97	88	534	533	507	5	4	19	11	12	24	69	69	49	15	16	9
African American	25	66	2529	74	73	85	510	510	495	8	10	24	29	28	31	58	53	41	4	9	4
Hispanic	90	286	17305	101	104	85	524	521	494	4	4	24	20	21	31	65	64	41	11	11	4
Asian/Pacific Islander	44	86	1382	94	105	95	548	548	530	0	1	6	5	6	17	63	68	59	32	25	17
American Indian/Alaskan Native	NC	17	3815	NC	155	91	NC	537	489	NC	7	29	NC	7	35	NC	60	35	NC	27	2
White	521	1685	29209	91	89	84	539	538	525	3	2	9	10	10	17	68	68	59	19	20	15
Students with Disabilities	57	207	5215	83	97	87	NA	501	478	NA	16	43	NA	21	29	NA	58	25	NA	5	2
Students without Disabilities	678	2073	51485	100	97	89	537	536	513	3	3	15	11	11	23	67	67	52	19	19	11
Limited English Proficient Students	NC	23	5378	NC	121	109	NC	484	471	NC	0	48	NC	100	36	NC	0	15	NC	0	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	--	--	10358				--	--	492	--	--	26	--	--	33	--	--	37	--	--	4
Non-Economically Disadvantaged	735	2280	46342				537	535	516	3	3	13	11	12	21	67	67	54	19	19	12

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	724	2266	55090	97	97	87	499	501	479	5	4	16	11	8	13	84	88	70	0	0	0
All Students (Prior Year)	618	2034	50572	NA	NA	NA	501	502	481	2	2	14	16	13	23	82	84	63	1	1	1
Female	361	1134	27752	98	98	89	505	505	483	3	3	13	6	5	12	91	91	75	0	0	0
Male	363	1131	26842	96	96	83	493	496	474	8	5	20	15	10	15	77	85	65	0	0	0
African American	25	64	2336	74	71	78	477	481	464	12	12	25	12	14	14	76	74	62	0	0	0
Hispanic	88	284	16391	99	103	81	489	486	458	10	7	28	6	9	16	84	85	56	0	0	0
Asian/Pacific Islander	42	83	1356	89	101	93	507	504	499	0	1	7	3	5	9	95	92	83	3	1	2
American Indian/Alaskan Native	NC	18	3731	NC	164	89	NC	493	446	NC	13	37	NC	6	16	NC	81	47	NC	0	0
White	515	1673	29053	90	89	84	502	504	492	4	3	8	12	7	12	84	89	79	0	1	0
Students with Disabilities	51	194	4141	74	91	69	457	466	436	25	21	47	13	14	18	63	66	35	0	0	0
Students without Disabilities	673	2072	50949	99	97	89	500	501	479	5	4	16	11	8	13	84	88	71	0	0	0
Limited English Proficient Students	NC	20	4711	NC	105	96	NC	422	422	NC	50	61	NC	50	13	NC	0	26	NC	0	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	--	--	10168				--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	724	2266	44922				499	501	484	5	4	13	11	8	13	84	88	73	0	0	0

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)

10th 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.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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 and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	98	52	54	43	100	53	52	37	99	50	53	41
	Language	98	52	54	41	100	51	53	38	96	53	55	42
	Mathematics	98	73	74	59	97	77	77	56	99	75	77	60

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 Safety

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

Students share, with the administration and faculty, a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of his/her fellow students.

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) :

11

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	Dominic J. Marchiando	(480) 632-4750
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Diane Bowers	(480) 497-3482
School Nutrition Programs	Debbie McCarron	(480) 497-3370
Parent Organization	Dominic J. Marchiando	(480) 632-4750
Student Health/Nurse	Diana Wilson	(480) 632-4750

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. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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