



**ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05**

11455 E.Sunland Ave., Mesa, AZ 85208

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 Performing  
2002-03 New School  
2001-02 N/A

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

**School Overview**

Principal/Administrator : Ms. Carolyn Eye  
Schedule : 7:30 AM to 3:30 PM  
Grades : Pre-K-6  
2004 Enrollment : 775  
Web Address :  
Phone Number : (480) 472-4081  
Fax Number : (480) 472-4077  
E-mail : caeye@mpsaz.org

**Mission**

Brinton Elementary is dedicated to providing students with the skills needed to be productive citizens. Brinton welcomes all students/families to share in activities of the school and engage in providing input for continual improvement of services.

**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 improve mathematics skills. Computation skills, mastering facts and problem solving skills will be focused upon. Improvement will be based on AIMS and Stanford 9 scores.
- ü Students will improve reading skills. Implementation of the new district series and all of its components, will be the focus for the school year. Improvement will be based on AIMS and Stanford 9 scores.

**Enrollment**

October 1, 2003 School Year Student Enrollment : 837  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 25

Instructional Programs

- Ü Accelerated Reader Program
- Ü RISE Reading Program
- Ü Integration of Fine Arts
- Ü After School Activities
- Ü Accelerated Math Program

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

Brinton Elementary School is responsible for providing instruction to students which will enable them to be successful, providing a safe environment for students to learn and communicating information concerning the students' progress.

Parents

Brinton parents are responsible for providing basic needs for their children, for seeing that they are at school on time and consistently, and providing information to the staff that will assist in the education of the students.

Transportation Policy

Students who live one mile or farther from the school are permitted to ride a district bus to and from school. Transportation is provided to the Special Education students that we serve. Brinton currently has seven bus routes transporting students.

School Honors

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

Award/Honor	Year
Ü Teachers Honored as District Employees of the Month	2002
Ü First Grade Performance for Mesa's Lions Club	2002

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	102	5651	75509	98	98	100	525	532	521	10	9	13	20	19	23	37	33	33	33	39	31
All Students (Prior Year)	92	5599	75372	100	98	100	531	536	523	7	5	9	17	18	25	43	38	36	34	39	30
Female	48	2784	37013	100	98	100	531	534	522	9	9	12	11	19	24	48	34	33	32	39	31
Male	54	2859	38430	96	98	99	521	531	521	10	10	14	28	19	22	28	32	33	34	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	23	1862	30486	100	99	99	521	515	505	16	13	18	16	25	29	42	35	32	26	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	67	3216	35192	97	98	99	527	544	534	8	6	8	21	15	19	37	32	35	35	46	39
Students with Disabilities	13	599	9708	87	100	100	495	484	489	33	35	32	33	28	27	17	21	24	17	15	17
Students without Disabilities	89	5052	65801	100	98	98	527	537	525	8	7	11	19	18	23	39	34	34	34	41	33
Limited English Proficient Students	NC	1053	16928	NC	100	100	NC	506	485	NC	17	29	NC	27	33	NC	33	26	NC	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	35	2909	36411				508	514	503	19	14	19	23	24	29	35	34	32	23	27	20
Non-Economically Disadvantaged	67	2742	39040				534	550	534	5	5	8	19	14	19	38	32	34	38	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	97	5641	75492	93	98	100	524	522	519	7	11	12	14	14	16	51	48	47	28	27	24
All Students (Prior Year)	92	5584	75221	100	98	100	522	528	523	8	5	8	15	12	16	58	59	56	19	23	21
Female	47	2785	37014	98	98	100	531	526	523	7	9	10	9	13	15	44	49	48	40	29	27
Male	50	2850	38400	89	98	99	518	518	516	8	13	14	18	16	17	56	48	47	18	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	21	1851	30438	91	98	99	518	509	508	11	17	17	11	20	21	58	49	47	21	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	64	3215	35177	93	98	99	528	530	528	6	7	8	16	11	13	44	48	49	34	34	31
Students with Disabilities	NC	589	9707	NC	98	100	NC	487	495	NC	43	33	NC	18	21	NC	30	33	NC	9	13
Students without Disabilities	89	5052	65785	100	98	98	526	525	522	7	7	10	13	14	16	51	50	49	30	28	26
Limited English Proficient Students	NC	1047	16905	NC	100	100	NC	499	489	NC	25	34	NC	24	28	NC	40	32	NC	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	32	2904	36302				515	510	507	10	16	18	29	19	21	42	49	46	19	15	14
Non-Economically Disadvantaged	65	2737	39164				529	534	528	6	5	8	6	10	13	55	48	48	33	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	103	5611	75053	99	98	99	537	578	597	18	10	7	19	14	12	57	68	72	6	7	9
All Students (Prior Year)	92	5503	73654	100	97	99	518	530	530	10	7	9	20	12	13	70	77	70	0	5	7
Female	48	2774	36872	100	98	99	599	604	621	4	6	5	13	11	9	72	73	74	11	10	12
Male	55	2831	38109	98	97	99	484	552	573	29	14	10	24	17	14	45	64	69	2	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	23	1847	30235	100	98	98	533	541	575	14	14	9	14	17	14	71	66	70	0	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	68	3193	35028	99	97	99	531	599	613	18	8	6	22	12	10	53	70	73	7	10	11
Students with Disabilities	14	588	9625	93	98	100	447	489	530	54	33	21	15	23	21	31	42	55	0	2	4
Students without Disabilities	89	5023	65428	100	98	98	550	587	604	13	8	6	19	13	11	61	71	73	7	8	10
Limited English Proficient Students	NC	1044	16765	NC	100	100	NC	524	525	NC	16	17	NC	20	20	NC	63	60	NC	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	35	2890	36077				488	542	566	26	14	10	26	17	16	47	65	69	0	3	5
Non-Economically Disadvantaged	68	2721	38950				561	613	618	13	6	5	15	11	9	63	71	73	9	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	88	5809	76019	100	99	100	497	514	499	9	9	14	51	34	39	11	13	14	28	44	33
All Students (Prior Year)	88	5726	76230	99	98	100	503	517	498	12	6	12	40	31	38	9	13	12	39	50	37
Female	38	2821	37207	97	99	100	497	514	499	8	8	12	50	35	41	13	13	14	29	44	33
Male	49	2979	38677	100	99	100	499	515	498	8	11	15	53	32	38	10	13	13	29	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	27	1790	29458	100	99	100	496	490	480	0	15	20	70	48	48	0	11	12	30	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	50	3386	35880	98	98	100	498	529	515	14	5	7	38	26	32	20	14	16	28	55	45
Students with Disabilities	16	619	9786	100	100	100	467	460	457	19	40	39	63	39	40	13	7	7	6	14	13
Students without Disabilities	72	5190	66233	96	98	99	503	519	503	7	6	11	49	33	39	11	14	14	33	47	35
Limited English Proficient Students	NC	972	15206	NC	100	100	NC	477	459	NC	20	31	NC	53	53	NC	10	7	NC	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	40	2753	35714				491	493	480	10	15	20	58	44	47	8	12	12	25	29	20
Non-Economically Disadvantaged	48	3056	40266				502	531	513	8	5	9	46	25	33	15	14	15	31	56	43

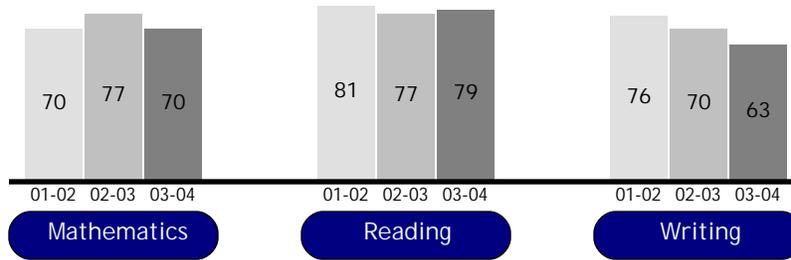
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	5803	76020	100	99	100	499	507	503	25	20	25	19	22	23	50	43	40	6	16	12
All Students (Prior Year)	89	5721	76202	100	98	100	507	510	505	11	11	19	29	21	24	49	53	46	11	14	11
Female	38	2820	37213	97	99	100	503	508	504	18	17	22	18	21	23	58	46	42	5	16	13
Male	49	2973	38666	100	99	100	497	505	501	29	22	29	20	22	22	45	41	38	6	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	27	1784	29442	100	99	99	498	496	494	30	33	37	19	26	26	48	34	31	4	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	50	3386	35890	98	98	100	499	513	511	24	12	15	18	19	20	52	48	48	6	21	18
Students with Disabilities	16	617	9784	100	100	100	488	487	485	50	57	58	25	18	19	19	19	19	6	6	4
Students without Disabilities	72	5186	66236	96	98	99	502	509	504	19	16	23	18	22	23	57	45	42	6	17	13
Limited English Proficient Students	NC	967	15198	NC	100	100	NC	490	483	NC	43	59	NC	28	25	NC	25	14	NC	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	40	2745	35703				496	497	494	38	31	37	15	26	26	43	36	31	5	8	6
Non-Economically Disadvantaged	48	3058	40274				502	514	509	15	11	17	23	18	20	56	49	47	6	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	88	5771	75673	100	98	100	494	530	530	26	15	12	22	25	25	51	56	58	1	5	4
All Students (Prior Year)	89	5622	74692	100	96	99	492	510	502	20	12	18	31	26	27	42	53	47	6	9	8
Female	38	2805	37099	97	98	100	518	549	548	21	10	8	18	22	22	58	62	64	3	6	6
Male	49	2956	38441	100	98	99	477	511	513	29	19	16	24	27	29	47	50	52	0	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	27	1776	29305	100	99	99	496	495	507	22	21	16	26	33	31	48	44	51	4	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	50	3366	35760	98	98	99	499	549	550	28	11	9	16	20	21	56	62	64	0	7	6
Students with Disabilities	16	605	9706	100	100	100	451	444	462	50	48	36	13	24	32	38	25	31	0	2	1
Students without Disabilities	72	5166	65967	96	98	99	504	537	536	21	12	10	24	25	25	54	59	60	1	5	5
Limited English Proficient Students	NC	961	15115	NC	100	100	NC	475	471	NC	28	26	NC	38	38	NC	34	35	NC	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	40	2731	35541				483	500	504	35	20	17	20	31	31	43	47	50	3	2	2
Non-Economically Disadvantaged	48	3040	40091				503	553	550	19	10	9	23	19	21	58	63	64	0	7	6

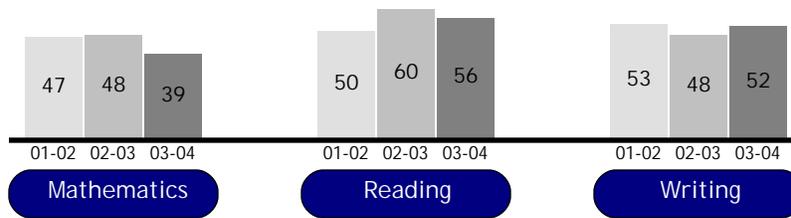
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	37	51	44	97	55	61	50	94	56	NA	58
	Language	99	26	42	39	98	44	49	43	95	44	53	50
	Mathematics	99	39	57	52	100	59	67	57	96	58	71	64
3	Reading	97	53	50	43	90	61	57	47	94	47	NA	55
	Language	97	55	53	50	96	61	61	54	95	52	63	61
	Mathematics	97	60	55	50	93	66	64	54	95	59	66	61
4	Reading	100	42	51	47	96	54	62	52	98	58	NA	56
	Language	100	36	47	45	91	51	54	48	98	56	55	52
	Mathematics	100	45	59	52	99	63	68	57	97	61	68	61
5	Reading	100	38	51	46	97	50	59	50	94	51	NA	55
	Language	99	39	45	43	97	45	53	46	100	44	55	49
	Mathematics	99	46	63	54	98	55	68	57	99	61	71	63
6	Reading	100	37	56	49	99	50	62	53	95	60	NA	56
	Language	98	35	47	42	99	41	53	45	96	51	55	48
	Mathematics	100	63	71	58	98	58	75	62	97	71	76	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Discipline
- Ü Homework Policies
- Ü Student Safety
- Ü Student Attendance

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	46.00
Other Professional Staff	5.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	45
Core academic classes taught by Highly Qualified (NCLB) teachers.	126
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü 38-station Computer Lab
- Ü Media Center with Mini Computer Lab

Extracurricular Activities

- Ü After School Sports
- Ü Kids Corner After School Program

Social Services

- Ü Full-time Counselor
- Ü Half-time Psychologist
- Ü Nurse and Health Assistant
- Ü Half-Time Assistant Principal

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü School math goals were met and improvement shown as assessed by District tests, SAT 9 and AIMS scores.

ü School reading goals were met and improvement shown as assessed by District tests, SAT 9 and AIMS scores.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	94	98	98	94
Retention Rate <sup>9</sup>	5	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	56	68
Grades 3-4	76	67
Grades 4-5	57	71
Grades 5-6	73	80

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

All visitors must sign-in at the office and wear a visitor badge. Exterior doors are locked to prevent entrance. Staff has been trained to request identity of adults not wearing name tags. Mesa Police and Fire Departments conduct programs on campus.

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) :

4

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	Carolyn Eye	(480) 472-4081
Transportation Policy	Fremont Transportation	(480) 472-8950
Community Resources	Carolyn Eye	(480) 472-4081
School Nutrition Programs	Juanita Brannoch	(480) 472-4979
Parent Organization	Carolyn Eye	(480) 472-4081
Student Health/Nurse	Marlene Clark	(480) 472-4084

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.