

# Highland Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

3042 E. Adobe Road, Mesa, AZ 85213

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 \*

Highly Performing\*

\* 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 : Mrs. Suzi M. Rollins  
Schedule : 8:00 AM to 4:00 PM  
Grades : Pre-K-6  
2003 Enrollment : 665  
Web Address : [www.mpsaz.org/highland](http://www.mpsaz.org/highland)  
Phone Number : (480) 472-7600  
Fax Number : (480) 472-7606  
E-mail : [smrollin@mpsaz.org](mailto:smrollin@mpsaz.org)

### Mission

Highland Arts nurtures, celebrates and builds upon the best and brightest in every child. As an academic school, beyond basics, Highland Arts integrates music, drama, dance, theatre and visual arts to build understanding and motivate students.

### School / Academic Goals

ü To achieve mastery of math, reading and writing skills, and to demonstrate excellent learning on our Stanford 9, AIMS results and district assessments.

ü Our quality service rating from our shareholders and students will reflect a satisfaction rating of 89 percent or higher.

### Instructional Programs

- ü On-site Gifted
- ü On-site Special Education
- ü Integrated Visual Arts
- ü Multimedia Production Lab

### Enrollment

October 1, 2002 School Year Student Enrollment : 657  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: No  
Number of Students Attending Under Open Enrollment in 2002-03 : 180

### Calendar Information

Number of Instruction Days : 180  
Average Daily Instruction Time : 6 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 early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

# Highland Elementary School

## School Site Council

### Council Composition

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

### Council Duties

- Ü School Safety Issues
- Ü Student Discipline
- Ü Community Involvement
- Ü Facility Improvement
- Ü Extracurricular Activities
- Ü Outdoor Education Experiences

## Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	1.00	Teacher Aide	19.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	2	0	0
4 to 6 years	2	2	0	0
7 to 9 years	2	4	0	0
10 or more years	3	19	0	0

## Shared Responsibilities

### School

To provide a safe environment where students receive excellent instruction from well-qualified teachers who promote high academic expectations and art-integrated experiences.

### Parents

All students come to school prepared to 'take on the day'. Parents provide stimulating home environments whereby their children are confident, capable, mature and self-reliant learners.

## Resources Available at School Site

### Special Facilities

- Ü Multitmedia Mac Production Lab & PC Lab
- Ü Accelerated Reader Program

### Extracurricular Activities

- Ü Afterschool Sports
- Ü Multimedia Production Clubs
- Ü Drama
- Ü Karate Program

### Social Services

- Ü Hot Lunch Program/Salad Bar
- Ü Summer School
- Ü International Partnerships Activities
- Ü Mesa Parks & Recreation Support

## Transportation Policy

Busing is provided for all students who live one mile or more from the school to which they are assigned. Transportation is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Highland Arts met or exceeded 100% of their Student Achievement Goals for 2002-03, 94% of the AYP goals, and on district assessments Highland Arts scores exceeded the district averages in 100% of the areas of Math and Reading.
  
- ü Highland Arts Elementary attained a quality service composite satisfaction rating of 98% based upon a survey of parents and students.

School Honors

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

Award/Honor	Year
ü Martin Luther King Jr. - Honor Choir	2003
ü Honor Choir - Superior	2003
ü City of Mesa Programs for Youth	2003
ü Outstanding Achievement Kennedy Ctr Alliance for Arts	2001

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	95	95	94	96
Transfers Out <sup>3</sup>	24	20	20	20
Transfers In <sup>4</sup> (Within District)	4	2	2	2
Transfers In <sup>5</sup> (Out of District)	8	10	10	9
Promotion Rate <sup>6</sup>	99	99	98	95
Retention Rate <sup>7</sup>	1	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	63	54
Grades 3-4	76	84
Grades 4-5	79	94
Grades 5-6	89	86

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).

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	81	5599	75372	99	98	101	538	536	523	0	5	9	22	18	25	38	38	36	39	39	30
All Students (Prior Year)	98	5637	70809	NA	NA	NA	523	529	518	7	6	11	18	21	27	45	37	35	30	36	27
Female	39	2725	36901	100	99	101	539	536	524	0	5	8	23	19	25	40	38	36	37	39	31
Male	42	2874	38385	98	98	101	538	536	523	0	5	9	22	17	24	37	38	36	41	39	30
African American	NC	186	3589	NC	96	96	NC	516	501	NC	9	18	NC	30	33	NC	39	33	NC	22	16
Hispanic	12	1758	29103	100	98	99	519	522	510	0	6	12	33	25	31	42	42	36	25	27	20
Asian/Pacific Islander	NC	125	1574	NC	98	96	NC	548	549	NC	2	3	NC	14	14	NC	36	34	NC	48	48
American Indian/Alaskan Native	--	224	5086	--	100	114	--	502	491	--	17	22	--	33	38	--	34	28	--	16	12
White	63	3280	34597	98	98	98	542	544	535	0	3	4	21	14	20	36	37	38	43	46	38
Students with Disabilities	NC	544	8057	NC	101	99	NC	500	496	NC	23	23	NC	25	31	NC	29	28	NC	23	17
Students without Disabilities	74	5055	67315	100	98	101	540	539	525	0	4	8	20	17	24	39	39	37	41	40	31
Limited English Proficient Students	--	606	16925	--	109	112	--	490	482	--	14	27	--	39	40	--	43	26	--	4	7
Migrant Students	--	47	869				--	519	501	--	10	17	--	24	30	--	43	39	--	24	14
Economically Disadvantaged	--	2269	26325				--	519	504	--	8	15	--	26	34	--	40	33	--	26	18
Non-Economically Disadvantaged	81	3330	49047				538	546	530	0	3	6	22	13	21	38	37	37	39	47	35

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	81	5584	75221	99	98	101	527	528	523	4	5	8	15	12	16	55	59	56	26	23	21
All Students (Prior Year)	98	5645	70860	NA	NA	NA	525	532	524	6	5	9	16	13	17	41	47	45	36	36	30
Female	39	2719	36833	100	98	100	531	531	526	3	4	6	10	11	15	59	59	56	28	25	23
Male	42	2865	38319	98	98	101	524	525	520	5	6	9	20	13	17	51	59	56	24	22	18
African American	NC	187	3597	NC	96	97	NC	516	510	NC	9	14	NC	20	22	NC	57	53	NC	14	11
Hispanic	12	1750	29019	100	98	99	518	518	513	0	7	12	25	18	21	58	60	55	17	15	13
Asian/Pacific Islander	NC	125	1572	NC	98	95	NC	533	536	NC	2	2	NC	10	9	NC	59	57	NC	29	31
American Indian/Alaskan Native	--	221	5071	--	99	114	--	507	502	--	17	20	--	23	27	--	50	46	--	10	8
White	63	3278	34543	98	98	97	530	533	531	5	4	4	10	9	12	58	59	58	27	28	26
Students with Disabilities	NC	543	8006	NC	100	99	NC	501	505	NC	26	22	NC	22	23	NC	41	42	NC	11	13
Students without Disabilities	74	5041	67215	100	98	101	531	530	524	1	4	7	12	12	16	58	60	56	28	24	21
Limited English Proficient Students	--	598	16853	--	107	112	--	487	489	--	19	29	--	48	36	--	33	32	--	0	3
Migrant Students	--	48	866				--	519	503	--	5	19	--	18	23	--	50	49	--	27	8
Economically Disadvantaged	--	2266	26256				--	516	509	--	10	14	--	19	24	--	57	51	--	14	11
Non-Economically Disadvantaged	81	3318	48965				527	534	528	4	3	5	15	8	13	55	60	58	26	29	24

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	80	5503	73654	98	97	99	528	530	530	5	7	9	14	12	13	76	77	70	5	5	7
All Students (Prior Year)	92	5419	68592	NA	NA	NA	540	546	542	7	6	9	13	10	12	67	67	63	14	16	16
Female	38	2681	36239	97	97	99	537	536	537	0	5	7	16	10	11	74	78	72	11	8	10
Male	42	2821	37301	98	96	98	520	525	523	10	8	12	12	13	15	78	75	68	0	3	5
African American	NC	185	3488	NC	95	94	NC	517	515	NC	12	16	NC	17	18	NC	67	62	NC	3	4
Hispanic	12	1731	28348	100	97	96	521	522	520	0	9	13	17	15	17	83	72	65	0	4	5
Asian/Pacific Islander	NC	124	1558	NC	97	95	NC	538	547	NC	4	3	NC	9	8	NC	82	76	NC	4	13
American Indian/Alaskan Native	--	221	4947	--	99	111	--	509	507	--	17	22	--	21	22	--	61	53	--	1	3
White	62	3221	33924	97	96	96	531	535	537	7	4	5	11	10	10	75	80	75	7	6	9
Students with Disabilities	NC	512	7306	NC	95	90	NC	501	506	NC	28	24	NC	19	20	NC	49	52	NC	4	4
Students without Disabilities	74	4991	66348	100	97	100	532	532	531	3	5	8	11	11	13	81	78	71	5	5	8
Limited English Proficient Students	--	591	16422	--	106	109	--	492	495	--	33	30	--	22	27	--	44	43	--	0	0
Migrant Students	--	47	849				--	526	511	--	14	19	--	18	22	--	64	56	--	5	4
Economically Disadvantaged	--	2230	25711				--	519	514	--	12	16	--	17	19	--	68	61	--	3	3
Non-Economically Disadvantaged	80	3273	47943				528	536	535	5	3	7	14	9	11	76	81	74	5	7	9

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	100	5726	76230	101	98	101	551	517	498	1	6	12	14	31	38	7	13	12	78	50	37
All Students (Prior Year)	101	5695	72888	NA	NA	NA	557	512	494	1	8	14	13	34	40	7	12	12	79	47	34
Female	54	2807	37247	102	98	100	549	517	500	0	5	11	19	33	40	9	13	13	72	49	37
Male	46	2914	38725	100	97	101	552	517	497	2	8	14	9	29	37	5	13	12	84	51	37
African American	NC	215	3594	NC	93	96	NC	490	476	NC	15	22	NC	42	46	NC	12	11	NC	32	21
Hispanic	12	1717	28100	100	99	98	513	497	482	0	10	18	36	41	47	9	14	11	55	34	24
Asian/Pacific Islander	NC	117	1447	NC	97	95	NC	534	527	NC	2	5	NC	31	26	NC	10	11	NC	58	58
American Indian/Alaskan Native	NC	241	5292	NC	92	113	NC	490	463	NC	12	31	NC	47	47	NC	14	8	NC	27	14
White	78	3411	35389	101	97	96	559	527	514	0	4	6	10	25	32	6	13	14	85	58	48
Students with Disabilities	NC	563	9022	NC	107	105	NC	475	465	NC	25	31	NC	40	43	NC	13	8	NC	23	17
Students without Disabilities	91	5163	67208	102	97	100	551	519	500	1	5	12	15	30	38	7	13	12	78	52	38
Limited English Proficient Students	NC	566	14826	NC	111	113	NC	458	460	NC	30	31	NC	54	51	NC	7	8	NC	9	10
Migrant Students	NC	39	837				NC	496	478	NC	0	19	NC	61	51	NC	11	8	NC	28	21
Economically Disadvantaged	--	2180	25037				--	494	477	--	11	21	--	43	47	--	13	11	--	32	21
Non-Economically Disadvantaged	100	3546	51193				551	528	507	1	4	9	14	24	35	7	13	13	78	59	43

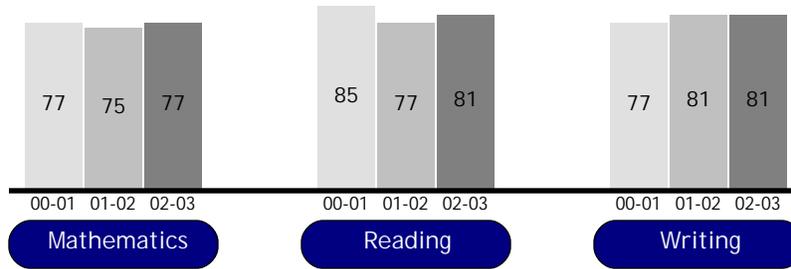
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	5721	76202	101	98	101	519	510	505	3	11	19	16	21	24	60	53	46	20	14	11
All Students (Prior Year)	101	5688	72779	NA	NA	NA	520	510	505	4	13	21	14	19	20	51	48	43	31	20	15
Female	54	2811	37231	102	98	100	523	512	507	2	9	16	19	20	24	58	56	48	21	16	13
Male	46	2906	38718	100	97	101	514	509	503	5	13	22	14	23	24	63	51	44	19	13	10
African American	NC	212	3600	NC	92	97	NC	501	497	NC	22	28	NC	26	29	NC	45	39	NC	7	5
Hispanic	12	1708	28090	100	98	98	500	503	497	9	18	28	36	27	30	55	47	37	0	8	5
Asian/Pacific Islander	NC	116	1443	NC	96	95	NC	514	515	NC	9	9	NC	29	19	NC	47	53	NC	16	19
American Indian/Alaskan Native	NC	247	5311	NC	95	113	NC	499	491	NC	20	38	NC	30	31	NC	44	28	NC	6	3
White	78	3411	35371	101	97	96	524	514	512	0	7	10	13	18	20	65	57	54	23	17	16
Students with Disabilities	NC	566	9097	NC	107	106	NC	496	493	NC	29	39	NC	32	27	NC	33	29	NC	6	5
Students without Disabilities	91	5155	67105	102	97	100	519	511	506	3	10	18	17	21	24	60	55	47	20	15	12
Limited English Proficient Students	NC	563	14780	NC	110	113	NC	485	486	NC	52	50	NC	32	32	NC	16	18	NC	0	1
Migrant Students	NC	39	832				NC	498	492	NC	29	36	NC	24	31	NC	41	31	NC	6	3
Economically Disadvantaged	--	2173	24961				--	503	495	--	19	32	--	28	30	--	46	34	--	7	4
Non-Economically Disadvantaged	100	3548	51241				519	514	509	3	7	14	16	18	22	60	57	51	20	17	14

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	95	5622	74692	96	96	99	532	510	502	2	12	18	18	26	27	66	53	47	13	9	8
All Students (Prior Year)	100	5511	70710	NA	NA	NA	547	523	512	4	11	17	15	24	26	49	46	42	32	19	16
Female	51	2776	36710	96	97	99	530	516	509	2	9	14	19	24	26	70	56	50	9	10	10
Male	44	2843	37742	96	95	98	535	504	495	2	16	22	17	27	28	62	50	44	19	7	6
African American	NC	210	3516	NC	91	94	NC	492	487	NC	23	26	NC	27	31	NC	49	39	NC	1	4
Hispanic	12	1689	27492	100	97	96	489	493	486	9	20	27	45	33	32	45	44	38	0	4	4
Asian/Pacific Islander	NC	114	1428	NC	94	94	NC	523	528	NC	11	8	NC	26	20	NC	45	54	NC	18	18
American Indian/Alaskan Native	NC	240	5166	NC	92	110	NC	489	470	NC	23	39	NC	34	32	NC	40	27	NC	3	2
White	73	3344	34785	95	95	94	541	519	517	0	9	10	13	23	23	70	58	56	17	11	11
Students with Disabilities	NC	502	8428	NC	95	98	NC	481	472	NC	31	38	NC	29	30	NC	38	29	NC	3	3
Students without Disabilities	90	5120	66264	101	96	99	533	512	503	2	12	17	18	26	27	66	54	48	14	9	8
Limited English Proficient Students	NC	552	14363	NC	108	109	NC	451	459	NC	62	47	NC	26	34	NC	12	19	NC	0	1
Migrant Students	NC	39	814				NC	494	475	NC	22	33	NC	33	37	NC	33	27	NC	11	2
Economically Disadvantaged	--	2143	24507				--	491	480	--	22	31	--	32	33	--	42	33	--	4	3
Non-Economically Disadvantaged	95	3479	50185				532	520	511	2	8	13	18	23	24	66	59	53	13	11	10

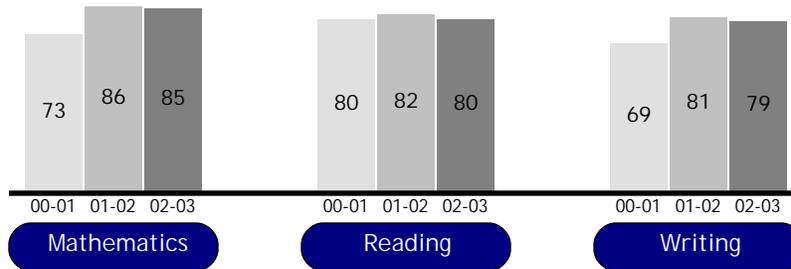
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	Y
	Met Graduation Rate?	NA
	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](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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	87	78	60	53	99	73	51	44	92	81	61	50
	Language	91	67	47	45	95	76	42	39	94	73	49	43
	Mathematics	87	87	63	56	96	87	57	52	96	85	67	57
3	Reading	95	63	56	50	98	56	50	43	97	71	57	47
	Language	97	64	58	55	98	58	53	50	95	70	61	54
	Mathematics	98	73	60	53	96	59	55	50	100	77	64	54
4	Reading	84	76	61	55	100	60	51	47	98	73	62	52
	Language	94	63	53	50	100	55	47	45	100	66	54	48
	Mathematics	92	82	66	56	97	76	59	52	99	74	68	57
5	Reading	94	74	59	51	97	67	51	46	97	70	59	50
	Language	96	61	50	46	97	64	45	43	100	61	53	46
	Mathematics	95	83	66	56	97	85	63	54	99	86	68	57
6	Reading	97	71	62	54	98	70	56	49	100	79	62	53
	Language	99	59	52	46	99	65	47	42	99	72	53	45
	Mathematics	99	83	73	61	99	86	71	58	98	89	75	62

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

We are initiating Conscious Discipline, to empower students to succeed. Children are given loving guidance in interactive problem solving. We provide weekly citizenship recognition and our school TV broadcast teaches and recognizes model behavior.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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	Kelly Kallman	(480) 472-7608
Transportation Policy	Mike Yonker	(480) 472-0178
Community Resources	Judy Willis	(480) 472-0223
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Christy Glover	(480) 472-7667
Student Health/Nurse	Rosemarie Roesler	(480) 472-7602

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, 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](http://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](http://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](http://www.ade.az.gov/standards)