



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3042 E. Adobe, 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 LEARNS¹

Elementary Achievement Profile (a)

2003-04	Highly Performing
2002-03	Highly Performing
2001-02	Maintaining

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

School Overview

Principal/Administrator : Mrs. Susan M Rollins
 Schedule : 8:00 AM to 4:00 PM
 Grades : Pre-K-6
 2004 Enrollment : 611
 Web Address : mpsaz.org/highland
 Phone Number : (480) 472-7600
 Fax Number : (480) 472-7606
 E-mail : 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.

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 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 90 percent or higher.

Enrollment

October 1, 2003 School Year Student Enrollment : 669
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 165

Instructional Programs

- ü On-site Gifted
- ü On-site Special Education
- ü Integrated Visual Arts
- ü Multimedia Production Lab
- ü After School Dramatic/Musical Arts
- ü Accelerated Reader
- ü Honors Choir

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

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.

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.

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	2004
ü City of Mesa Programs for Youth	2003
ü Outstanding Achievement Kennedy Ctr Alliance for Arts	2001

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	5651	75509	99	98	100	542	532	521	6	9	13	10	19	23	32	33	33	51	39	31
All Students (Prior Year)	81	5599	75372	99	98	100	538	536	523	0	5	9	22	18	25	38	38	36	39	39	30
Female	41	2784	37013	100	98	100	541	534	522	8	9	12	8	19	24	38	34	33	48	39	31
Male	40	2859	38430	98	98	99	543	531	521	5	10	14	14	19	22	27	32	33	54	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	13	1862	30486	100	99	99	499	515	505	11	13	18	33	25	29	44	35	32	11	27	21
Asian/Pacific Islander	--	132	1780	--	100	98	--	534	549	--	10	5	--	13	13	--	39	33	--	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	64	3216	35192	98	98	99	550	544	534	5	6	8	6	15	19	31	32	35	58	46	39
Students with Disabilities	NC	599	9708	NC	100	100	NC	484	489	NC	35	32	NC	28	27	NC	21	24	NC	15	17
Students without Disabilities	80	5052	65801	99	98	98	543	537	525	5	7	11	11	18	23	33	34	34	51	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	NC	37	750				NC	522	499	NC	3	21	NC	20	29	NC	40	30	NC	37	20
Economically Disadvantaged	30	2909	36411				512	514	503	19	14	19	12	24	29	46	34	32	23	27	20
Non-Economically Disadvantaged	51	2742	39040				556	550	534	0	5	8	10	14	19	25	32	34	65	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	82	5641	75492	100	98	100	535	522	519	3	11	12	14	14	16	47	48	47	36	27	24
All Students (Prior Year)	81	5584	75221	99	98	100	527	528	523	4	5	8	15	12	16	55	59	56	26	23	21
Female	41	2785	37014	100	98	100	535	526	523	5	9	10	13	13	15	43	49	48	40	29	27
Male	41	2850	38400	100	98	99	534	518	516	0	13	14	16	16	17	53	48	47	32	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	13	1851	30438	100	98	99	504	509	508	11	17	17	22	20	21	56	49	47	11	14	15
Asian/Pacific Islander	--	134	1773	--	100	98	--	528	534	--	6	4	--	11	10	--	55	50	--	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	65	3215	35177	100	98	99	539	530	528	2	7	8	12	11	13	46	48	49	40	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	81	5052	65785	100	98	98	535	525	522	3	7	10	14	14	16	47	50	49	36	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	NC	37	763				NC	506	499	NC	17	21	NC	23	30	NC	50	40	NC	10	8
Economically Disadvantaged	31	2904	36302				524	510	507	7	16	18	15	19	21	52	49	46	26	15	14
Non-Economically Disadvantaged	51	2737	39164				540	534	528	0	5	8	14	10	13	45	48	48	41	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	81	5611	75053	99	98	99	648	578	597	6	10	7	5	14	12	70	68	72	18	7	9
All Students (Prior Year)	80	5503	73654	98	97	99	528	530	530	5	7	9	14	12	13	76	77	70	5	5	7
Female	40	2774	36872	98	98	99	689	604	621	3	6	5	3	11	9	69	73	74	26	10	12
Male	41	2831	38109	100	97	99	606	552	573	11	14	10	8	17	14	71	64	69	11	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	12	1847	30235	92	98	98	606	541	575	13	14	9	0	17	14	88	66	70	0	2	6
Asian/Pacific Islander	--	134	1768	--	100	98	--	605	651	--	8	3	--	11	5	--	69	72	--	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	65	3193	35028	100	97	99	658	599	613	6	8	6	6	12	10	66	70	73	22	10	11
Students with Disabilities	NC	588	9625	NC	98	100	NC	489	530	NC	33	21	NC	23	21	NC	42	55	NC	2	4
Students without Disabilities	80	5023	65428	99	98	98	650	587	604	7	8	6	5	13	11	70	71	73	18	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	NC	36	752				NC	560	562	NC	7	9	NC	14	18	NC	76	68	NC	3	5
Economically Disadvantaged	30	2890	36077				643	542	566	4	14	10	4	17	16	81	65	69	12	3	5
Non-Economically Disadvantaged	51	2721	38950				651	613	618	8	6	5	6	11	9	65	71	73	22	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	98	5809	76019	99	99	100	547	514	499	2	9	14	20	34	39	9	13	14	69	44	33
All Students (Prior Year)	100	5726	76230	100	98	100	551	517	498	1	6	12	14	31	38	7	13	12	78	50	37
Female	49	2821	37207	100	99	100	544	514	499	2	8	12	17	35	41	11	13	14	70	44	33
Male	49	2979	38677	98	99	100	550	515	498	2	11	15	23	32	38	6	13	13	69	45	34
African American	--	224	3817	--	98	100	--	489	475	--	14	23	--	49	47	--	9	11	--	28	18
Hispanic	12	1790	29458	100	99	100	531	490	480	0	15	20	44	48	48	0	11	12	56	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	--	263	4735	--	100	100	--	476	466	--	27	28	--	41	49	--	11	10	--	21	13
White	83	3386	35880	99	98	100	549	529	515	2	5	7	16	26	32	10	14	16	72	55	45
Students with Disabilities	14	619	9786	100	100	100	506	460	457	8	40	39	33	39	40	17	7	7	42	14	13
Students without Disabilities	84	5190	66233	95	98	99	553	519	503	1	6	11	18	33	39	7	14	14	73	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	NC	31	745				NC	475	473	NC	27	22	NC	35	53	NC	23	11	NC	15	15
Economically Disadvantaged	18	2753	35714				544	493	480	0	15	20	38	44	47	0	12	12	63	29	20
Non-Economically Disadvantaged	80	3056	40266				548	531	513	3	5	9	17	25	33	10	14	15	71	56	43

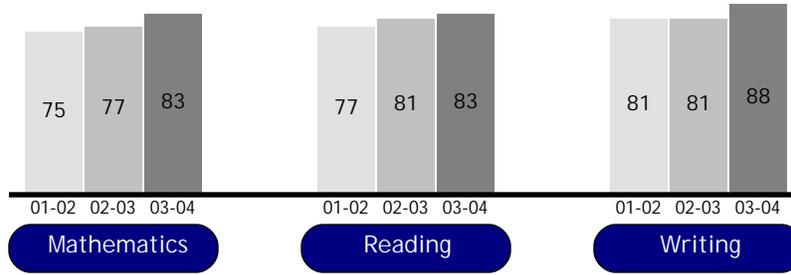
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	5803	76020	99	99	100	514	507	503	10	20	25	13	22	23	55	43	40	22	16	12
All Students (Prior Year)	100	5721	76202	100	98	100	519	510	505	3	11	19	16	21	24	60	53	46	20	14	11
Female	49	2820	37213	100	99	100	511	508	504	9	17	22	15	21	23	59	46	42	17	16	13
Male	49	2973	38666	98	99	100	517	505	501	10	22	29	10	22	22	52	41	38	27	16	12
African American	--	224	3819	--	98	100	--	499	494	--	28	37	--	27	26	--	36	31	--	10	6
Hispanic	12	1784	29442	100	99	99	517	496	494	0	33	37	11	26	26	56	34	31	33	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	--	263	4735	--	100	100	--	491	489	--	46	48	--	25	25	--	25	24	--	4	3
White	83	3386	35890	99	98	100	514	513	511	10	12	15	13	19	20	56	48	48	21	21	18
Students with Disabilities	14	617	9784	100	100	100	500	487	485	42	57	58	0	18	19	58	19	19	0	6	4
Students without Disabilities	84	5186	66236	95	98	99	516	509	504	5	16	23	15	22	23	55	45	42	26	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	NC	31	743				NC	501	488	NC	54	50	NC	15	28	NC	23	19	NC	8	3
Economically Disadvantaged	18	2745	35703				513	497	494	6	31	37	13	26	26	56	36	31	25	8	6
Non-Economically Disadvantaged	80	3058	40274				514	514	509	10	11	17	13	18	20	55	49	47	22	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	98	5771	75673	99	98	100	568	530	530	7	15	12	11	25	25	78	56	58	4	5	4
All Students (Prior Year)	95	5622	74692	96	96	99	532	510	502	2	12	18	18	26	27	66	53	47	13	9	8
Female	49	2805	37099	100	98	100	577	549	548	4	10	8	11	22	22	83	62	64	2	6	6
Male	49	2956	38441	98	98	99	559	511	513	10	19	16	10	27	29	73	50	52	6	3	3
African American	--	224	3791	--	98	99	--	509	506	--	20	18	--	24	29	--	55	50	--	1	3
Hispanic	12	1776	29305	100	99	99	557	495	507	11	21	16	22	33	31	56	44	51	11	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	--	261	4707	--	99	100	--	486	492	--	23	19	--	33	33	--	43	46	--	1	1
White	83	3366	35760	99	98	99	568	549	550	7	11	9	10	20	21	79	62	64	4	7	6
Students with Disabilities	14	605	9706	100	100	100	485	444	462	33	48	36	17	24	32	50	25	31	0	2	1
Students without Disabilities	84	5166	65967	95	98	99	580	537	536	4	12	10	10	25	25	82	59	60	5	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	NC	31	738				NC	478	488	NC	28	23	NC	32	33	NC	40	43	NC	0	1
Economically Disadvantaged	18	2731	35541				560	500	504	6	20	17	13	31	31	81	47	50	0	2	2
Non-Economically Disadvantaged	80	3040	40091				569	553	550	8	10	9	10	19	21	77	63	64	5	7	6

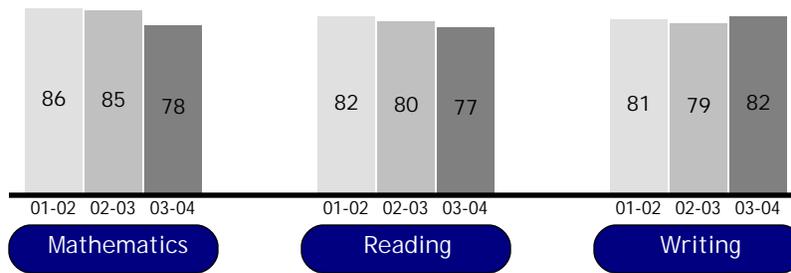
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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 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	73	51	44	92	81	61	50	94	66	NA	58
	Language	95	76	42	39	94	73	49	43	96	54	53	50
	Mathematics	96	87	57	52	96	85	67	57	94	69	71	64
3	Reading	98	56	50	43	97	71	57	47	99	78	NA	55
	Language	98	58	53	50	95	70	61	54	99	80	63	61
	Mathematics	96	59	55	50	100	77	64	54	100	76	66	61
4	Reading	100	60	51	47	98	73	62	52	97	66	NA	56
	Language	100	55	47	45	100	66	54	48	100	60	55	52
	Mathematics	97	76	59	52	99	74	68	57	100	66	68	61
5	Reading	97	67	51	46	97	70	59	50	98	74	NA	55
	Language	97	64	45	43	100	61	53	46	99	65	55	49
	Mathematics	97	85	63	54	99	86	68	57	99	84	71	63
6	Reading	98	70	56	49	100	79	62	53	100	72	NA	56
	Language	99	65	47	42	99	72	53	45	100	64	55	48
	Mathematics	99	86	71	58	98	89	75	62	100	84	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."

Highland Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 7 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 ECA Expenses Approved by SIAC

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	1.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2004-05

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	1	5	0	0
10 or more years	3	20	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	20
Core academic classes taught by Highly Qualified (NCLB) teachers.	45
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Multimedia Mac Production Lab & PC Lab
- Ü Accelerated Reader Program
- Ü Safe Room for Children at Recesses
- Ü PC Computer Lab

Extracurricular Activities

- Ü Afterschool Sports
- Ü Multimedia Production Clubs
- Ü Drama Production - Yearly
- Ü Karate Program
- Ü Musical Production - Yearly
- Ü Computer Clubs

Social Services

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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Highland Arts students traditionally score very high on district assessments, SAT9, and AIMS.

- ü Highland Arts Elementary attained a quality service composite satisfaction rating of 98% based upon a survey of parents and students.

- ü Highland Arts Elementary students won 13 top prizes in the Martin Luther King 2003-04 Academic Contest.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	2	2	2	2
Transfers In ⁷ (Out of District)	9	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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	63	52
Grades 3-4	61	57
Grades 4-5	69	90
Grades 5-6	66	83

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

We are in our second year of initiating 'Conscious Discipline,' to empower students to succeed. Our STAR room is a safe place for children to visit at recess and lunch. 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	Kathy Bareiss	(480) 472-0223
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Christy Glover	(480) 472-7667
Student Health/Nurse	Shirley Moyers	(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 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.

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

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.

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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.