

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1731 N. Country Club Drive, Mesa, AZ 85204

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

High School Achievement Profile ^(a)

2003-04	Performing
2002-03	Alternative School
2001-02	N/A

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

School Overview

Principal/Administrator : Dr. Pat Siner
 Schedule : 7:30 AM to 3:00 PM
 Grades : 9-12
 2004 Enrollment : 193
 Web Address :
 Phone Number : (480) 472-5350
 Fax Number : (480) 472-5355
 E-mail : psiner@mpsaz.org

Mission

To reach out and build partnerships with individual students, their families, peers and community. To provide alternative educational opportunities that build confidence, self-esteem, personal responsibility and lifelong learning habits.

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Not 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 Develop social and emotional intelligence.
- ü Improve decision making and problem solving.

Enrollment

October 1, 2003 School Year Student Enrollment : 183
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- ü Follow District Curriculum
- ü Coursework Necessary for Graduation
- ü Individualized Instruction
- ü Accelerated Coursework
- ü STRUT Computer Refurbish Program

Calendar Information

Number of Instruction Days : 185
Average Daily Instruction Time : 2 hours 45 minutes
First Day of School : 8/12/2004
Last Day of School : 5/25/2005

Shared Responsibilities

School

Safe environment; academic success; improved behavior.

Parents

Attendance, follow-up in behavior change, support in educational program, feedback to school.

Transportation Policy

Students are provided district transportation to Mesa Vista from anywhere in the Dobson High School, Westwood High School and Mesa High School boundaries.

School Honors

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

Award/Honor

Year

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	55	5047	65934	60	96	100	458	510	492	87	24	43	5	17	18	7	33	24	0	27	15
All Students (Prior Year)	23	4342	57534	40	83	91	447	510	491	87	24	46	7	15	16	7	34	23	0	27	15
Female	19	2418	32586	51	97	100	455	509	491	95	24	44	0	18	19	5	33	24	0	25	14
Male	36	2624	33226	67	95	99	459	510	493	83	24	42	8	16	18	8	32	24	0	28	16
African American	NC	161	3042	NC	90	98	NC	490	478	NC	42	58	NC	23	19	NC	25	17	NC	10	6
Hispanic	19	1135	21740	58	96	100	457	488	475	84	46	63	5	18	17	11	25	15	0	10	5
Asian/Pacific Islander	NC	138	1643	NC	97	99	NC	524	519	NC	21	23	NC	10	13	NC	27	30	NC	41	34
American Indian/Alaskan Native	13	163	4351	45	83	99	468	488	472	85	46	68	0	17	16	15	28	13	0	8	4
White	15	3446	34819	83	97	99	459	518	505	87	15	27	13	17	20	0	36	31	0	33	22
Students with Disabilities	NC	396	6507	NC	92	100	NC	465	456	NC	74	83	NC	11	9	NC	11	6	NC	3	2
Students without Disabilities	49	4651	59427	63	96	100	460	512	494	86	21	41	6	17	19	8	34	25	0	28	16
Limited English Proficient Students	NC	541	6793	NC	100	100	NC	479	464	NC	59	79	NC	16	11	NC	18	8	NC	7	2
Migrant Students	--	NC	708				--	NC	469	--	NC	72	--	NC	15	--	NC	10	--	NC	3
Economically Disadvantaged	31	1572	18745				460	493	475	87	40	64	3	18	16	10	27	15	0	14	5
Non-Economically Disadvantaged	24	3475	47182				455	517	499	88	17	35	8	17	19	4	35	27	0	32	19

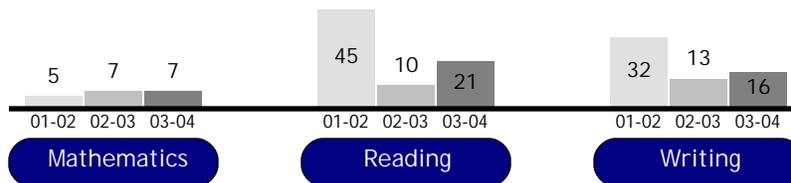
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	5245	68162	92	97	100	469	519	509	49	12	18	31	20	24	18	58	51	3	10	8
All Students (Prior Year)	29	4207	56700	50	81	89	472	522	512	43	9	15	48	19	23	10	59	52	0	14	10
Female	25	2506	33509	83	97	100	466	523	513	52	10	15	32	18	23	16	60	52	0	11	9
Male	44	2725	34521	98	96	100	471	515	505	47	13	20	30	21	24	19	57	49	5	9	7
African American	NC	172	3163	NC	93	99	NC	495	497	NC	21	22	NC	28	30	NC	50	46	NC	1	3
Hispanic	26	1204	22624	100	96	100	449	492	487	60	27	32	36	31	31	4	38	35	0	3	2
Asian/Pacific Islander	--	137	1666	--	96	100	--	520	523	--	13	11	--	19	17	--	54	60	--	14	12
American Indian/Alaskan Native	19	188	4592	68	88	100	486	491	484	37	26	32	32	33	37	21	38	30	11	2	1
White	15	3536	35727	100	98	100	485	531	526	33	5	7	33	15	17	33	67	64	0	13	12
Students with Disabilities	11	437	6845	100	99	100	454	465	468	73	55	53	18	28	29	9	16	18	0	0	1
Students without Disabilities	58	4808	61317	88	97	100	472	522	512	44	10	15	33	19	23	19	61	53	4	11	8
Limited English Proficient Students	NC	565	7152	NC	100	100	NC	473	464	NC	43	57	NC	35	31	NC	22	12	NC	0	0
Migrant Students	--	NC	745				--	NC	469	--	NC	51	--	NC	31	--	NC	17	--	NC	1
Economically Disadvantaged	25	1671	19528				457	497	487	64	24	31	28	29	32	4	43	34	4	4	2
Non-Economically Disadvantaged	44	3574	48595				476	528	518	40	7	13	33	16	20	26	65	57	2	13	10

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	69	5229	67629	92	97	100	444	536	524	71	14	22	13	13	16	16	70	59	0	2	3
All Students (Prior Year)	27	4369	55090	47	84	87	422	492	479	65	10	16	22	9	13	13	81	70	0	0	0
Female	26	2504	33347	87	97	100	437	548	537	77	10	17	12	12	15	12	75	64	0	3	4
Male	43	2711	34151	96	95	99	449	525	512	67	18	27	14	14	18	19	66	54	0	2	2
African American	NC	173	3150	NC	94	99	NC	518	515	NC	23	24	NC	16	19	NC	60	56	NC	1	2
Hispanic	25	1195	22313	96	96	100	425	500	493	84	28	34	8	17	19	8	54	46	0	1	1
Asian/Pacific Islander	--	136	1659	--	95	100	--	554	564	--	16	11	--	9	12	--	68	68	--	7	9
American Indian/Alaskan Native	20	187	4528	71	88	99	448	502	492	60	31	35	25	17	21	15	51	42	0	1	1
White	15	3531	35593	100	97	99	454	551	547	80	8	13	7	11	14	13	78	69	0	3	4
Students with Disabilities	10	429	6712	100	97	100	401	440	445	90	63	61	0	14	18	10	23	21	0	0	0
Students without Disabilities	59	4800	60917	89	96	100	452	541	530	68	12	19	15	13	16	17	72	61	0	2	3
Limited English Proficient Students	NC	562	6994	NC	100	100	NC	472	442	NC	41	58	NC	18	18	NC	41	23	NC	0	0
Migrant Students	--	NC	732				--	NC	466	--	NC	44	--	NC	23	--	NC	33	--	NC	0
Economically Disadvantaged	25	1649	19310				424	510	489	88	24	35	4	16	20	8	59	44	0	1	1
Non-Economically Disadvantaged	44	3580	48278				456	548	538	61	10	17	18	12	15	20	75	65	0	3	4

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. 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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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
9	Reading	100	5	46	37	86	24	50	41	46	21	NA	42
	Language	100	10	49	38	91	23	54	42	57	20	54	42
	Mathematics	100	24	71	56	95	33	74	60	54	32	76	63

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)
- 12 Non-certified Employee(s)
- 13 Teacher(s)
- 0 Parent(s)
- 0 Community Member(s)
- 210 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Promotion/Retention Issues
- Ü Parent/Educator Relations
- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Student Discipline/Textbook Selection

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
Other Professional Staff	12.00	Teacher Aide	1.50

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	14
Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab Available to All Classrooms
- Ü Annex - Nurse Station/Probation/Security

Extracurricular Activities

- Ü Student Council
- Ü STRUT Program
- Ü EVIT
- Ü Credit Recovery Program

Social Services

- Ü DES Services
- Ü GED Classes
- Ü Prenatal/Parenting Assistance
- Ü Job Placement

ü Increased academic achievement of high-risk students.

ü Increased attendance.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	79	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	0	NA		3
Status Unknown ¹¹	0			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

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 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

Self-contained classrooms; full-time security; teachers trained in Social Emotional Learning; conflict resolution; classroom size not to exceed 15; veteran staff.

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) :

2

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	Pat Siner	(480) 472-5350
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources		(480) 472-0223
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization		
Student Health/Nurse	Debbie Opie	(480) 472-5356

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.