

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1630 East Southern Ave, 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	Highly Performing
2002-03	Highly Performing
2001-02	Improving

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

School Overview

Principal/Administrator : Mr. Peter V. Lesar
 Schedule : 7:00 AM to 4:00 PM
 Grades : 10-12
 2004 Enrollment : 2773
 Web Address : www.mpsaz.org/mesa/
 Phone Number : (480) 472-5900
 Fax Number : (480) 472-5995
 E-mail : pvlesar@mpsaz.org

Mission

The mission of Mesa High School is to: Establish high expectations; Promote personal accountability; Provide relevant learning opportunities; Create a motivational learning environment; Facilitate mastery of school, district and state standards.

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 Increase academic achievement in the areas of reading and writing.
- ü Increase academic achievement in the area of mathematics.

Enrollment

October 1, 2003 School Year Student Enrollment : 2707
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 149

Instructional Programs

- ü Scholastic or Standard Diploma Option
- ü Advanced Placement and Dual Enrollment
- ü Standards Based Instruction
- ü School-to-Work Opportunities
- ü AVID/Gear-Up
- ü Service Learning Program

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

Mesa High is responsible for providing a safe, caring and challenging learning environment where all students can succeed academically and grow as young adults. We want to maintain open lines of communication regarding student progress.

Parents

Mesa High parents are committed to sending their students prepared to learn. They are supportive of a safe campus, the drug-free and weapon-free zones, and the enforcement of the school's behavioral expectations.

Transportation Policy

Busing is provided for all students who live more than two miles from the school to which they are assigned. Busing 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 Students Donated 32,310 Hours of Service	2004
ü Boys Basketball State Champions	2004
ü Scholarships to Seniors \$4,124,388+	2004
ü National Skills USA Competition - TQM National Champs	2004

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	967	5047	65934	95	96	100	507	510	492	26	24	43	16	17	18	33	33	24	24	27	15
All Students (Prior Year)	800	4342	57534	85	83	91	513	510	491	21	24	46	15	15	16	37	34	23	27	27	15
Female	449	2418	32586	96	97	100	507	509	491	27	24	44	17	18	19	31	33	24	24	25	14
Male	518	2624	33226	94	95	99	506	510	493	26	24	42	16	16	18	34	32	24	24	28	16
African American	26	161	3042	93	90	98	497	490	478	32	42	58	32	23	19	16	25	17	20	10	6
Hispanic	325	1135	21740	94	96	100	490	488	475	45	46	63	17	18	17	28	25	15	10	10	5
Asian/Pacific Islander	24	138	1643	92	97	99	503	524	519	33	21	23	4	10	13	29	27	30	33	41	34
American Indian/Alaskan Native	18	163	4351	100	83	99	498	488	472	35	46	68	18	17	16	35	28	13	12	8	4
White	574	3446	34819	95	97	99	517	518	505	15	15	27	16	17	20	36	36	31	33	33	22
Students with Disabilities	80	396	6507	99	92	100	462	465	456	72	74	83	14	11	9	12	11	6	2	3	2
Students without Disabilities	887	4651	59427	94	96	100	510	512	494	23	21	41	17	17	19	34	34	25	26	28	16
Limited English Proficient Students	173	541	6793	100	100	100	478	479	464	59	59	79	16	16	11	18	18	8	7	7	2
Migrant Students	--	NC	708				--	NC	469	--	NC	72	--	NC	15	--	NC	10	--	NC	3
Economically Disadvantaged	389	1572	18745				494	493	475	38	40	64	18	18	16	29	27	15	15	14	5
Non-Economically Disadvantaged	578	3475	47182				515	517	499	19	17	35	15	17	19	35	35	27	31	32	19

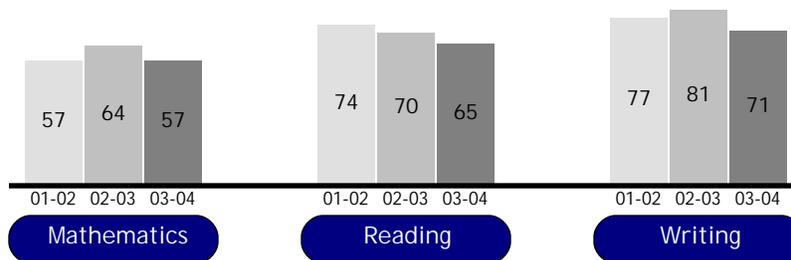
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	992	5245	68162	95	97	100	515	519	509	13	12	18	23	20	24	56	58	51	9	10	8
All Students (Prior Year)	778	4207	56700	83	81	89	519	522	512	10	9	15	20	19	23	58	59	52	12	14	10
Female	463	2506	33509	97	97	100	519	523	513	13	10	15	20	18	23	56	60	52	10	11	9
Male	527	2725	34521	93	96	100	512	515	505	13	13	20	25	21	24	55	57	49	7	9	7
African American	25	172	3163	89	93	99	513	495	497	4	21	22	26	28	30	70	50	46	0	1	3
Hispanic	345	1204	22624	95	96	100	492	492	487	29	27	32	30	31	31	37	38	35	4	3	2
Asian/Pacific Islander	27	137	1666	100	96	100	502	520	523	11	13	11	30	19	17	56	54	60	4	14	12
American Indian/Alaskan Native	18	188	4592	95	88	100	511	491	484	0	26	32	35	33	37	59	38	30	6	2	1
White	576	3536	35727	96	98	100	530	531	526	4	5	7	17	15	17	66	67	64	12	13	12
Students with Disabilities	86	437	6845	99	99	100	466	465	468	47	55	53	38	28	29	15	16	18	0	0	1
Students without Disabilities	906	4808	61317	95	97	100	519	522	512	10	10	15	22	19	23	59	61	53	9	11	8
Limited English Proficient Students	184	565	7152	100	100	100	472	473	464	44	43	57	34	35	31	22	22	12	0	0	0
Migrant Students	--	NC	745				--	NC	469	--	NC	51	--	NC	31	--	NC	17	--	NC	1
Economically Disadvantaged	413	1671	19528				499	497	487	23	24	31	28	29	32	44	43	34	5	4	2
Non-Economically Disadvantaged	579	3574	48595				526	528	518	6	7	13	19	16	20	64	65	57	11	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	987	5229	67629	95	97	100	532	536	524	16	14	22	13	13	16	69	70	59	2	2	3
All Students (Prior Year)	799	4369	55090	85	84	87	490	492	479	9	10	16	10	9	13	80	81	70	1	0	0
Female	462	2504	33347	97	97	100	547	548	537	12	10	17	11	12	15	74	75	64	3	3	4
Male	523	2711	34151	93	95	99	518	525	512	20	18	27	14	14	18	66	66	54	0	2	2
African American	26	173	3150	93	94	99	543	518	515	17	23	24	8	16	19	75	60	56	0	1	2
Hispanic	341	1195	22313	93	96	100	501	500	493	29	28	34	17	17	19	53	54	46	1	1	1
Asian/Pacific Islander	26	136	1659	96	95	100	520	554	564	27	16	11	8	9	12	65	68	68	0	7	9
American Indian/Alaskan Native	19	187	4528	100	88	99	517	502	492	28	31	35	6	17	21	67	51	42	0	1	1
White	574	3531	35593	95	97	99	551	551	547	8	8	13	11	11	14	79	78	69	2	3	4
Students with Disabilities	86	429	6712	99	97	100	436	440	445	62	63	61	16	14	18	22	23	21	0	0	0
Students without Disabilities	901	4800	60917	94	96	100	539	541	530	13	12	19	13	13	16	73	72	61	2	2	3
Limited English Proficient Students	180	562	6994	100	100	100	471	472	442	42	41	58	19	18	18	38	41	23	1	0	0
Migrant Students	--	NC	732				--	NC	466	--	NC	44	--	NC	23	--	NC	33	--	NC	0
Economically Disadvantaged	407	1649	19310				511	510	489	24	24	35	15	16	20	60	59	44	1	1	1
Non-Economically Disadvantaged	580	3580	48278				546	548	538	11	10	17	11	12	15	76	75	65	2	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?	Y
	Met Graduation Rate?	Y
	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

No SAT-9 test data found for this school.
The SAT-9 is only administered to Grades 2-9.

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)
- 0 Non-certified Employee(s)
- 6 Teacher(s)
- 6 Parent(s)
- 6 Community Member(s)
- 6 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü Site Improvement
- Ü School Safety Issues
- Ü Guidelines for Student Behavior
- Ü Extracurricular Travel

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	129.90
Other Professional Staff	12.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	0
4 to 6 years	11	4	0	0
7 to 9 years	7	10	0	0
10 or more years	18	73	2	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	85
Core academic classes taught by Highly Qualified (NCLB) teachers.	441
Teachers with Emergency Certificaton.	2

Resources Available at School Site

Special Facilities

- Ü Vocational/Technology Labs
- Ü Performing Arts
- Ü Athletics
- Ü Traffic Safety

Extracurricular Activities

- Ü National Honor Society
- Ü Academic Decathlon
- Ü Vocational Educational Co-op Programs
- Ü Performing Arts
- Ü Athletics
- Ü Skills USA

Social Services

- Ü Job Placement Services
- Ü Counseling/Crisis Intervention Services
- Ü Alternative Education Programs
- Ü Breakfast/Lunch Programs

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Mesa High School has successfully achieved North Central Accreditation.

- ü Eighty-six percent of our stakeholders gave Mesa High a grade of an 'A' or 'B' on the district's quality service survey.

- ü Mesa students have increased performances on the AIMS and district tests as outlined on our site school improvement plan.

- ü Mesa High has achieved annual yearly progress (AYP) as outlined in No Child Left Behind legislation.

Student Activity Rates for School Year 2003-04

		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)	7	2	2	2
Transfers In ⁷ (Out of District)	4	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	1	NA		3
Status Unknown ¹¹	1			2
Graduation Rate ¹²	85			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

Mesa High has an active program of prevention and enforcement through the collaboration of school, police and probation officials. We provide clear and concise student behavior guidelines and consequences. Students receive law-related education.

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) :

63

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	Peter V. Lesar	(480) 472-5903
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Kay Opper	(480) 472-5918
School Nutrition Programs	Sharon Soboski	(480) 472-5938
Parent Organization	Delia Alston	(480) 472-5903
Student Health/Nurse	Marilyn Brown	(480) 472-5917

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.