

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1820 S. Harris Drive, Mesa, AZ 85204

Gilbert Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Improving

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

### 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 Overview

Principal/Administrator : Mrs. Gayle A. Blanchard  
 Schedule : 7:30 AM to 4:30 PM  
 Grades : Pre-K-6  
 2004 Enrollment : 625  
 Web Address : gilbert.k12.az.us/info/schools/harris/harris.  
 Phone Number : (480) 545-7060  
 Fax Number : (480) 926-7160  
 E-mail : gayle\_blanchard@gilbert.k12.az.us

### Mission

Harris Elementary provides all students with an educational environment where they can achieve academic excellence, succeed in developing strong interpersonal skills, and become successful and responsible members of our community.

### School / Academic Goals

- ü One of Harris' school wide goals is to improve students' reading comprehension by implementing the best practices of the Reading Renaissance program and by providing reading instruction through guided reading groups.
- ü A second school wide goal is to improve student achievement in writing. Instruction will focus on the writing process, writing elements (six traits of writing) and writing applications.
- ü Harris Elementary will continue to respond to information from the Stanford 9 Achievement Test and AIMS results in order to improve instruction, align curriculum and identify areas of improvement.

### Enrollment

October 1, 2003 School Year Student Enrollment : 678  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 40

Instructional Programs

- ü Title I
- ü On-site Special Education--Inclusion
- ü Gifted
- ü ELL
- ü Special Education Preschool
- ü Math Lab

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

We adhere to high standards for all students by providing an excellent education in a safe environment. Staff members work collegially, attend team meetings and implement student-centered programs. A student handbook is available for all parents.

Parents

Parents are responsible for the health and well-being of their child. Health issues which may impact their child's ability to learn should be reported to the school. Students should arrive to school on time, in appropriate attire, and ready to learn.

Transportation Policy

School bus transportation is a privilege that students may retain by showing responsible and cooperative behavior. Our school is served by seven buses, two of which serve special education students. See the district web site for school boundaries.

School Honors

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

Award/Honor	Year
ü Wal-Mart Teacher of the Year	2004
ü Reading Renaissance Master School Certification	2004
ü Renaissance Model Library Certification	2002

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	2770	75509	98	100	100	520	541	521	8	6	13	28	17	23	35	35	33	29	42	31
All Students (Prior Year)	84	2623	75372	100	99	100	537	539	523	3	3	9	16	16	25	48	40	36	33	40	30
Female	43	1380	37013	98	100	100	517	543	522	11	5	12	30	17	24	32	34	33	27	44	31
Male	56	1390	38430	98	99	99	522	538	521	7	7	14	26	17	22	37	36	33	30	40	31
African American	NC	109	3660	NC	100	99	NC	509	496	NC	10	24	NC	37	31	NC	34	28	NC	19	18
Hispanic	25	412	30486	100	100	99	510	523	505	15	10	18	30	23	29	30	34	32	25	33	21
Asian/Pacific Islander	NC	111	1780	NC	100	98	NC	559	549	NC	3	5	NC	15	13	NC	29	33	NC	53	50
American Indian/Alaskan Native	NC	23	4075	NC	100	100	NC	522	486	NC	5	28	NC	20	34	NC	50	26	NC	25	12
White	67	2113	35192	97	99	99	524	544	534	7	5	8	26	15	19	36	36	35	31	45	39
Students with Disabilities	13	351	9708	100	100	100	451	512	489	50	19	32	50	27	27	0	27	24	0	26	17
Students without Disabilities	86	2419	65801	96	98	98	522	543	525	7	4	11	27	16	23	36	36	34	30	44	33
Limited English Proficient Students	NC	123	16928	NC	100	100	NC	499	485	NC	11	29	NC	43	33	NC	30	26	NC	15	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	37	343	36411				515	515	503	15	11	19	19	26	29	35	38	32	31	26	20
Non-Economically Disadvantaged	62	2427	39040				522	544	534	5	5	8	32	16	19	35	35	34	28	44	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	99	2774	75492	98	100	100	524	533	519	5	4	12	16	11	16	55	50	47	24	35	24
All Students (Prior Year)	83	2633	75221	100	99	100	533	535	523	3	2	8	6	8	16	68	61	56	23	28	21
Female	43	1382	37014	98	100	100	526	538	523	3	3	10	16	9	15	57	48	48	24	40	27
Male	56	1392	38400	98	99	99	522	528	516	7	6	14	15	12	17	54	53	47	24	29	21
African American	NC	110	3665	NC	100	99	NC	514	505	NC	10	20	NC	22	22	NC	47	43	NC	20	14
Hispanic	25	413	30438	100	100	99	518	524	508	10	7	17	20	15	21	40	51	47	30	27	15
Asian/Pacific Islander	NC	111	1773	NC	100	98	NC	538	534	NC	3	4	NC	7	10	NC	49	50	NC	41	36
American Indian/Alaskan Native	NC	23	4081	NC	100	100	NC	516	498	NC	0	25	NC	30	26	NC	65	40	NC	5	8
White	67	2113	35177	97	99	99	526	535	528	3	4	8	14	9	13	59	50	49	24	37	31
Students with Disabilities	13	352	9707	100	100	100	481	512	495	50	18	33	50	17	21	0	46	33	0	19	13
Students without Disabilities	86	2422	65785	96	98	98	525	535	522	4	3	10	15	10	16	57	51	49	25	36	26
Limited English Proficient Students	NC	123	16905	NC	100	100	NC	504	489	NC	15	34	NC	26	28	NC	54	32	NC	4	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	37	344	36302				522	518	507	12	9	18	12	20	21	46	48	46	31	23	14
Non-Economically Disadvantaged	62	2430	39164				525	535	528	2	4	8	18	9	13	60	51	48	21	36	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	99	2766	75053	98	99	99	571	615	597	11	5	7	13	8	12	69	76	72	8	10	9
All Students (Prior Year)	80	2563	73654	100	97	99	535	542	530	2	3	9	7	7	13	89	78	70	3	11	7
Female	43	1377	36872	98	100	99	585	640	621	14	3	5	6	6	9	69	76	74	11	14	12
Male	56	1389	38109	98	99	99	559	589	573	9	7	10	18	11	14	68	76	69	5	6	6
African American	NC	108	3636	NC	100	99	NC	571	568	NC	10	12	NC	7	16	NC	78	67	NC	4	6
Hispanic	25	413	30235	100	100	98	543	603	575	15	7	9	10	8	14	70	76	70	5	9	6
Asian/Pacific Islander	NC	110	1768	NC	99	98	NC	643	651	NC	2	3	NC	5	5	NC	78	72	NC	15	19
American Indian/Alaskan Native	NC	23	4044	NC	100	99	NC	593	550	NC	0	13	NC	15	17	NC	85	66	NC	0	4
White	67	2109	35028	97	99	99	582	618	613	11	4	6	13	9	10	67	76	73	9	11	11
Students with Disabilities	13	351	9625	100	100	100	328	569	530	50	14	21	50	16	21	0	64	55	0	6	4
Students without Disabilities	86	2415	65428	96	98	98	577	620	604	10	4	6	12	8	11	71	78	73	8	11	10
Limited English Proficient Students	NC	123	16765	NC	100	100	NC	561	525	NC	7	17	NC	15	20	NC	76	60	NC	2	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	37	343	36077				571	580	566	8	9	10	15	11	16	69	75	69	8	5	5
Non-Economically Disadvantaged	62	2423	38950				571	619	618	13	4	5	11	8	9	69	76	73	7	11	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	97	2691	76019	98	100	100	502	512	499	8	7	14	44	35	39	15	17	14	33	41	33
All Students (Prior Year)	81	2679	76230	99	99	100	515	513	498	3	4	12	34	34	38	13	15	12	50	47	37
Female	37	1281	37207	95	99	100	507	511	499	8	6	12	33	38	41	19	17	14	39	39	33
Male	60	1401	38677	100	100	100	498	512	498	8	8	15	51	32	38	12	17	13	29	43	34
African American	NC	99	3817	NC	93	100	NC	482	475	NC	15	23	NC	52	47	NC	12	11	NC	22	18
Hispanic	33	406	29458	100	98	100	501	492	480	4	12	20	56	48	48	11	15	12	30	25	20
Asian/Pacific Islander	NC	85	1673	NC	96	99	NC	526	531	NC	1	4	NC	26	29	NC	25	14	NC	47	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	494	466	NC	9	28	NC	43	49	NC	22	10	NC	26	13
White	55	2035	35880	98	99	100	504	516	515	9	5	7	40	32	32	13	17	16	38	45	45
Students with Disabilities	11	340	9786	85	100	100	466	475	457	40	28	39	20	40	40	20	9	7	20	23	13
Students without Disabilities	86	2351	66233	100	98	99	504	515	503	6	5	11	45	35	39	15	18	14	34	43	35
Limited English Proficient Students	NC	82	15206	NC	100	100	NC	469	459	NC	10	31	NC	74	53	NC	13	7	NC	3	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	28	352	35714				492	494	480	13	13	20	38	45	47	21	15	12	29	28	20
Non-Economically Disadvantaged	69	2339	40266				506	514	513	6	6	9	46	34	33	13	17	15	35	43	43

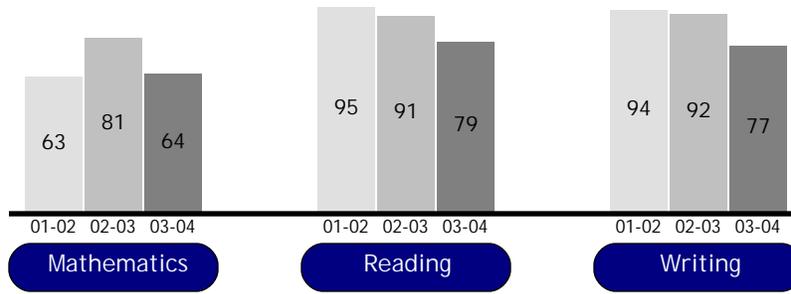
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2700	76020	98	100	100	509	511	503	15	13	25	18	20	23	52	50	40	15	17	12
All Students (Prior Year)	81	2678	76202	99	99	100	511	514	505	7	6	19	14	19	24	68	58	46	10	17	11
Female	37	1283	37213	95	100	100	514	512	504	11	11	22	17	20	23	56	50	42	17	19	13
Male	60	1402	38666	100	100	100	505	510	501	18	15	29	20	20	22	49	49	38	14	16	12
African American	NC	99	3819	NC	93	100	NC	502	494	NC	27	37	NC	22	26	NC	41	31	NC	9	6
Hispanic	33	406	29442	100	98	99	504	501	494	19	22	37	22	25	26	52	46	31	7	8	6
Asian/Pacific Islander	NC	85	1672	NC	96	99	NC	513	513	NC	7	12	NC	20	19	NC	54	49	NC	20	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	501	489	NC	13	48	NC	35	25	NC	43	24	NC	9	3
White	55	2036	35890	98	100	100	511	513	511	13	11	15	15	19	20	55	51	48	17	19	18
Students with Disabilities	11	343	9784	85	100	100	488	496	485	40	38	58	20	25	19	40	27	19	0	9	4
Students without Disabilities	86	2357	66236	100	98	99	510	512	504	13	11	23	18	20	23	52	51	42	16	18	13
Limited English Proficient Students	NC	82	15198	NC	100	100	NC	488	483	NC	32	59	NC	52	25	NC	16	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	28	352	35703				503	501	494	17	20	37	21	23	26	54	50	31	8	6	6
Non-Economically Disadvantaged	69	2348	40274				511	512	509	14	12	17	17	20	20	51	50	47	17	19	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	97	2697	75673	98	100	100	516	555	530	10	7	12	34	20	25	54	66	58	1	6	4
All Students (Prior Year)	78	2627	74692	95	97	99	515	520	502	6	7	18	33	23	27	52	59	47	9	11	8
Female	37	1282	37099	95	100	100	540	575	548	8	4	8	28	14	22	61	74	64	3	8	6
Male	60	1402	38441	100	100	99	498	537	513	12	10	16	39	26	29	49	59	52	0	5	3
African American	NC	99	3791	NC	93	99	NC	521	506	NC	8	18	NC	37	29	NC	52	50	NC	3	3
Hispanic	33	404	29305	100	97	99	515	535	507	15	9	16	26	22	31	56	64	51	4	4	2
Asian/Pacific Islander	NC	85	1665	NC	96	99	NC	582	573	NC	4	6	NC	16	16	NC	70	67	NC	11	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	552	492	NC	9	19	NC	22	33	NC	70	46	NC	0	1
White	55	2035	35760	98	99	99	513	560	550	9	6	9	38	20	21	53	67	64	0	7	6
Students with Disabilities	11	344	9706	85	100	100	444	493	462	40	27	36	40	31	32	20	38	31	0	3	1
Students without Disabilities	86	2353	65967	100	98	99	520	560	536	9	5	10	34	20	25	56	69	60	1	7	5
Limited English Proficient Students	NC	82	15115	NC	100	100	NC	484	471	NC	29	26	NC	35	38	NC	32	35	NC	3	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	28	351	35541				507	534	504	13	10	17	42	24	31	42	63	50	4	2	2
Non-Economically Disadvantaged	69	2346	40091				519	558	550	10	6	9	32	20	21	59	67	64	0	7	6

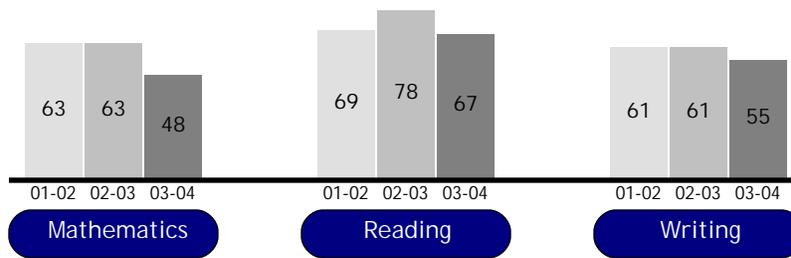
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	67	64	44	98	59	68	50	100	58	NA	58
	Language	96	54	60	39	100	53	62	43	100	42	63	50
	Mathematics	96	70	70	52	98	67	72	57	100	57	76	64
3	Reading	98	64	64	43	97	63	67	47	99	60	NA	55
	Language	98	71	72	50	99	74	72	54	99	72	76	61
	Mathematics	98	62	68	50	100	64	70	54	99	63	72	61
4	Reading	90	66	68	47	99	71	73	52	97	64	NA	56
	Language	90	61	62	45	100	68	66	48	97	61	66	52
	Mathematics	90	71	71	52	100	80	74	57	97	74	73	61
5	Reading	94	52	64	46	96	59	69	50	95	65	NA	55
	Language	94	49	59	43	94	58	63	46	95	56	63	49
	Mathematics	94	61	73	54	99	71	76	57	95	76	77	63
6	Reading	90	62	67	49	99	58	69	53	98	60	NA	56
	Language	90	53	60	42	99	61	63	45	98	57	64	48
	Mathematics	90	73	78	58	97	76	80	62	98	78	81	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Facility and Safety Issues
- Ü Parent/Educator Relations
- Ü Career Week
- Ü Textbook Selection
- Ü Educational Advocacy

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	42.50
Other Professional Staff	3.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	3	0	0
4 to 6 years	5	3	0	0
7 to 9 years	8	7	0	0
10 or more years	8	11	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	34
Core academic classes taught by Highly Qualified (NCLB) teachers.	87
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer lab
- Ü Library/Media Center
- Ü Project Room
- Ü Multipurpose Room

Extracurricular Activities

- Ü Fun Runs
- Ü Hawks Production Company
- Ü Student Council
- Ü Science Club

Social Services

- Ü Health Services
- Ü Social Worker
- Ü Lunch Program
- Ü Breakfast Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Demonstrated continued increase in Stanford 9 test scores for grades second through sixth. Students in grades third and fifth excel on the AIMS test, exceeding state averages.
- ü Received Model and Master School certification and recognition as a part of the Reading Renaissance program.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	58	59
Grades 3-4	71	80
Grades 4-5	51	67
Grades 5-6	77	79

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

Harris has implemented a school-wide behavior plan and code of conduct which focuses on responsible, respectful actions. Character education is taught through the Character Counts! program. Fire, lock-down and other drills are practiced regularly.

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) :

3

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	Gayle A. Blanchard	(480) 545-7060
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Tiffany Werner	(480) 545-7060
School Nutrition Programs	Deb McCarron	(480) 497-3370
Parent Organization	Tammy Guck	(480) 545-7060
Student Health/Nurse	Susan Tucker	(480) 545-7060

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.