

# Mesa Arts Academy

## ARIZONA SCHOOL REPORT CARD 2003-04

221 W. Sixth Avenue, Mesa, AZ 85210

### Mesa Arts Academy

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 \*

Small School\*\*

\*\* Some schools will not receive an Achievement Profile until October 2004.

#### No Child Left Behind

##### Adequate Yearly Progress\*\*\*

Met

##### School Improvement Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

#### School Overview

Principal/Administrator : Ms. Susan Ann Douglas  
Schedule : 7:30 AM to 4:00 PM  
Grades : K-8  
2003 Enrollment : 160  
Web Address : www.clubzona.com  
Phone Number : (480) 844-3965  
Fax Number : (480) 844-0205  
E-mail : sued@clubzona.com

#### Mission

To provide a quality art-based education in a rigorous academic environment. Our vision is to create a positive climate, which fosters confident, well-adjusted students who are inspired to succeed through artistic excellence and academic achievement.

#### School / Academic Goals

- ü Students will develop academic skills and artistic talents through the appropriate choice of subjects taught through a standards-based, arts-integrated curriculum.
- ü Students will continually show improvement in mastering the AZ Academic Standards as measured by performance on standardized (SAT9) tests, State (AIMS) testing and school assessments. Portfolios will also be used to document student progress.

#### Instructional Programs

- ü Arts-integrated Academic Curriculum
- ü After School Tutoring by Cert. Teachers
- ü Free All-day Kindergarten Program
- ü Elective Program in Arts and Technology

#### Enrollment

October 1, 2002 School Year Student Enrollment : 179  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 166

#### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 6 hours 0 minutes  
First Day of School : 8/18/2003  
Last Day of School : 5/30/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Academic Improvement
- Ü School Climate
- Ü Curriculum Development
- Ü Arts Program Evaluation
- Ü Discipline Policies and Procedures
- Ü Prevention/Safety Issues

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	9.50
Other Professional Staff	3.85	Teacher Aide	7.00

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

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

Shared Responsibilities

School

MAA will provide a safe, drug-free environment that fosters mutual respect so students can achieve full academic and artistic potential. Staff will provide opportunities for parents to participate. We will track students' progress on AZ Standards.

Parents

Parents are active partners in students' learning and work with staff to provide a positive climate that supports academic/artistic achievement. They regularly meet with staff to evaluate student progress. Families document 50 participation hours.

Resources Available at School Site

Special Facilities

- Ü Multimedia Computer Lab and Art Room
- Ü Full & Half Gyms/Weight Training Room

Extracurricular Activities

- Ü Afterschool Tutoring Program
- Ü Student Government
- Ü Clubs for Gifted Students
- Ü After-school Sports and Recreation

Social Services

- Ü After-school Community Center
- Ü Free Adult ESL Classes
- Ü Basic Skills Workshops
- Ü Breakfast/Lunch & Food Bank

Transportation Policy

We bus students whose IEPs qualify them for transportation services. Many of our families form carpools and use the free after-school program. Students may be on campus from 7:00 am until 7:00 pm for no charge. We do not offer a regular bus route.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Art Standards integrated into math/science/social studies/language arts curriculum. Expanded elective program: Dance, drama, guitar, and band. Professional artists perform with students. End-of-year performance.
- ü Progress on math/language arts) standards tracked on report cards. 8th grade SAT9 math scores were highest in the state for all schools and 2nd among charter schools on the AIMS.

School Honors

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

Award/Honor	Year
ü Teacher in 'Who's Who Among America's Teachers'	2003
ü Chorus Students Sing with the Moscow Ballet	2002
ü MCC Community Partner Award	2003
ü Students Receive National Honors in Stockmarket Game	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	96	95	94	96
Transfers Out <sup>3</sup>	22	20	20	20
Transfers In <sup>4</sup> (Within District)	0	2	2	2
Transfers In <sup>5</sup> (Out of District)	18	10	10	9
Promotion Rate <sup>6</sup>	98	99	98	95
Retention Rate <sup>7</sup>	2	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	NC	NC
Grades 3-4	80	100
Grades 4-5	69	71
Grades 5-6	NC	90
Grades 6-7	47	87
Grades 7-8	91	100

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

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

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

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	12	75372	100	100	101	510	510	523	0	0	9	43	43	25	57	57	36	0	0	30
All Students (Prior Year)	17	17	70809	NA	NA	NA	498	498	518	0	0	11	64	64	27	29	29	35	7	7	27
Female	NC	NC	36901	NC	NC	101	NC	NC	524	NC	NC	8	NC	NC	25	NC	NC	36	NC	NC	31
Male	NC	NC	38385	NC	NC	101	NC	NC	523	NC	NC	9	NC	NC	24	NC	NC	36	NC	NC	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	NC	NC	29103	NC	NC	99	NC	NC	510	NC	NC	12	NC	NC	31	NC	NC	36	NC	NC	20
Asian/Pacific Islander	--	--	1574	--	--	96	--	--	549	--	--	3	--	--	14	--	--	34	--	--	48
American Indian/Alaskan Native	NC	NC	5086	NC	NC	114	NC	NC	491	NC	NC	22	NC	NC	38	NC	NC	28	NC	NC	12
White	--	--	34597	--	--	98	--	--	535	--	--	4	--	--	20	--	--	38	--	--	38
Students with Disabilities	NC	NC	8057	NC	NC	99	NC	NC	496	NC	NC	23	NC	NC	31	NC	NC	28	NC	NC	17
Students without Disabilities	10	10	67315	100	100	101	510	510	525	0	0	8	50	50	24	50	50	37	0	0	31
Limited English Proficient Students	NC	NC	16925	NC	NC	112	NC	NC	482	NC	NC	27	NC	NC	40	NC	NC	26	NC	NC	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	11	11	26325				516	516	504	0	0	15	33	33	34	67	67	33	0	0	18
Non-Economically Disadvantaged	NC	NC	49047				NC	NC	530	NC	NC	6	NC	NC	21	NC	NC	37	NC	NC	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	12	75221	100	100	101	513	513	523	0	0	8	29	29	16	71	71	56	0	0	21
All Students (Prior Year)	17	17	70860	NA	NA	NA	503	503	524	0	0	9	50	50	17	43	43	45	7	7	30
Female	NC	NC	36833	NC	NC	100	NC	NC	526	NC	NC	6	NC	NC	15	NC	NC	56	NC	NC	23
Male	NC	NC	38319	NC	NC	101	NC	NC	520	NC	NC	9	NC	NC	17	NC	NC	56	NC	NC	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	NC	NC	29019	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	21	NC	NC	55	NC	NC	13
Asian/Pacific Islander	--	--	1572	--	--	95	--	--	536	--	--	2	--	--	9	--	--	57	--	--	31
American Indian/Alaskan Native	NC	NC	5071	NC	NC	114	NC	NC	502	NC	NC	20	NC	NC	27	NC	NC	46	NC	NC	8
White	--	--	34543	--	--	97	--	--	531	--	--	4	--	--	12	--	--	58	--	--	26
Students with Disabilities	NC	NC	8006	NC	NC	99	NC	NC	505	NC	NC	22	NC	NC	23	NC	NC	42	NC	NC	13
Students without Disabilities	10	10	67215	100	100	101	517	517	524	0	0	7	17	17	16	83	83	56	0	0	21
Limited English Proficient Students	NC	NC	16853	NC	NC	112	NC	NC	489	NC	NC	29	NC	NC	36	NC	NC	32	NC	NC	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	11	11	26256				514	514	509	0	0	14	33	33	24	67	67	51	0	0	11
Non-Economically Disadvantaged	NC	NC	48965				NC	NC	528	NC	NC	5	NC	NC	13	NC	NC	58	NC	NC	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	12	73654	100	100	99	545	545	530	0	0	9	0	0	13	86	86	70	14	14	7
All Students (Prior Year)	17	17	68592	NA	NA	NA	532	532	542	0	0	9	21	21	12	64	64	63	14	14	16
Female	NC	NC	36239	NC	NC	99	NC	NC	537	NC	NC	7	NC	NC	11	NC	NC	72	NC	NC	10
Male	NC	NC	37301	NC	NC	98	NC	NC	523	NC	NC	12	NC	NC	15	NC	NC	68	NC	NC	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	NC	NC	28348	NC	NC	96	NC	NC	520	NC	NC	13	NC	NC	17	NC	NC	65	NC	NC	5
Asian/Pacific Islander	--	--	1558	--	--	95	--	--	547	--	--	3	--	--	8	--	--	76	--	--	13
American Indian/Alaskan Native	NC	NC	4947	NC	NC	111	NC	NC	507	NC	NC	22	NC	NC	22	NC	NC	53	NC	NC	3
White	--	--	33924	--	--	96	--	--	537	--	--	5	--	--	10	--	--	75	--	--	9
Students with Disabilities	NC	NC	7306	NC	NC	90	NC	NC	506	NC	NC	24	NC	NC	20	NC	NC	52	NC	NC	4
Students without Disabilities	10	10	66348	100	100	100	549	549	531	0	0	8	0	0	13	83	83	71	17	17	8
Limited English Proficient Students	NC	NC	16422	NC	NC	109	NC	NC	495	NC	NC	30	NC	NC	27	NC	NC	43	NC	NC	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	11	11	25711				550	550	514	0	0	16	0	0	19	83	83	61	17	17	3
Non-Economically Disadvantaged	NC	NC	47943				NC	NC	535	NC	NC	7	NC	NC	11	NC	NC	74	NC	NC	9

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	19	76230	100	100	101	480	480	498	13	13	12	63	63	38	0	0	12	25	25	37
All Students (Prior Year)	16	16	72888	NA	NA	NA	490	490	494	8	8	14	42	42	40	25	25	12	25	25	34
Female	10	10	37247	100	100	100	487	487	500	13	13	11	50	50	40	0	0	13	38	38	37
Male	NC	NC	38725	NC	NC	101	NC	NC	497	NC	NC	14	NC	NC	37	NC	NC	12	NC	NC	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	NC	NC	28100	NC	NC	98	NC	NC	482	NC	NC	18	NC	NC	47	NC	NC	11	NC	NC	24
Asian/Pacific Islander	--	--	1447	--	--	95	--	--	527	--	--	5	--	--	26	--	--	11	--	--	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	NC	NC	35389	NC	NC	96	NC	NC	514	NC	NC	6	NC	NC	32	NC	NC	14	NC	NC	48
Students with Disabilities	NC	NC	9022	NC	NC	105	NC	NC	465	NC	NC	31	NC	NC	43	NC	NC	8	NC	NC	17
Students without Disabilities	14	14	67208	100	100	100	479	479	500	15	15	12	62	62	38	0	0	12	23	23	38
Limited English Proficient Students	NC	NC	14826	NC	NC	113	NC	NC	460	NC	NC	31	NC	NC	51	NC	NC	8	NC	NC	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	17	17	25037				474	474	477	13	13	21	67	67	47	0	0	11	20	20	21
Non-Economically Disadvantaged	NC	NC	51193				NC	NC	507	NC	NC	9	NC	NC	35	NC	NC	13	NC	NC	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	19	19	76202	100	100	101	502	502	505	6	6	19	35	35	24	53	53	46	6	6	11
All Students (Prior Year)	16	16	72779	NA	NA	NA	503	503	505	17	17	21	17	17	20	42	42	43	25	25	15
Female	10	10	37231	100	100	100	505	505	507	11	11	16	11	11	24	78	78	48	0	0	13
Male	NC	NC	38718	NC	NC	101	NC	NC	503	NC	NC	22	NC	NC	24	NC	NC	44	NC	NC	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	NC	NC	28090	NC	NC	98	NC	NC	497	NC	NC	28	NC	NC	30	NC	NC	37	NC	NC	5
Asian/Pacific Islander	--	--	1443	--	--	95	--	--	515	--	--	9	--	--	19	--	--	53	--	--	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	NC	NC	35371	NC	NC	96	NC	NC	512	NC	NC	10	NC	NC	20	NC	NC	54	NC	NC	16
Students with Disabilities	NC	NC	9097	NC	NC	106	NC	NC	493	NC	NC	39	NC	NC	27	NC	NC	29	NC	NC	5
Students without Disabilities	14	14	67105	100	100	100	501	501	506	8	8	18	46	46	24	38	38	47	8	8	12
Limited English Proficient Students	NC	NC	14780	NC	NC	113	NC	NC	486	NC	NC	50	NC	NC	32	NC	NC	18	NC	NC	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	17	17	24961				501	501	495	6	6	32	38	38	30	50	50	34	6	6	4
Non-Economically Disadvantaged	NC	NC	51241				NC	NC	509	NC	NC	14	NC	NC	22	NC	NC	51	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	19	74692	100	100	99	506	506	502	6	6	18	38	38	27	56	56	47	0	0	8
All Students (Prior Year)	16	16	70710	NA	NA	NA	493	493	512	17	17	17	25	25	26	58	58	42	0	0	16
Female	10	10	36710	100	100	99	508	508	509	0	0	14	33	33	26	67	67	50	0	0	10
Male	NC	NC	37742	NC	NC	98	NC	NC	495	NC	NC	22	NC	NC	28	NC	NC	44	NC	NC	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	NC	NC	27492	NC	NC	96	NC	NC	486	NC	NC	27	NC	NC	32	NC	NC	38	NC	NC	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	NC	NC	34785	NC	NC	94	NC	NC	517	NC	NC	10	NC	NC	23	NC	NC	56	NC	NC	11
Students with Disabilities	NC	NC	8428	NC	NC	98	NC	NC	472	NC	NC	38	NC	NC	30	NC	NC	29	NC	NC	3
Students without Disabilities	14	14	66264	100	100	99	504	504	503	8	8	17	46	46	27	46	46	48	0	0	8
Limited English Proficient Students	NC	NC	14363	NC	NC	109	NC	NC	459	NC	NC	47	NC	NC	34	NC	NC	19	NC	NC	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	17	17	24507				503	503	480	7	7	31	40	40	33	53	53	33	0	0	3
Non-Economically Disadvantaged	NC	NC	50185				NC	NC	511	NC	NC	13	NC	NC	24	NC	NC	53	NC	NC	10

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

8th 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	28	28	71167	100	100	99	513	513	463	11	11	38	22	22	41	33	33	14	33	33	7
All Students (Prior Year)	26	26	66213	NA	NA	NA	447	447	459	57	57	39	33	33	40	5	5	14	5	5	7
Female	18	18	34825	100	100	99	523	523	462	6	6	38	12	12	42	47	47	14	35	35	6
Male	10	10	36047	100	100	99	496	496	464	20	20	38	40	40	39	10	10	15	30	30	8
African American	NC	NC	3225	NC	NC	95	NC	NC	441	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	2
Hispanic	NC	NC	23643	NC	NC	97	NC	NC	445	NC	NC	53	NC	NC	37	NC	NC	8	NC	NC	2
Asian/Pacific Islander	--	--	1503	--	--	100	--	--	493	--	--	18	--	--	40	--	--	23	--	--	19
American Indian/Alaskan Native	--	--	5161	--	--	103	--	--	435	--	--	63	--	--	30	--	--	5	--	--	2
White	14	14	35245	88	88	95	514	514	476	14	14	26	14	14	45	36	36	19	36	36	10
Students with Disabilities	NC	NC	8095	NC	NC	104	NC	NC	426	NC	NC	69	NC	NC	25	NC	NC	5	NC	NC	1
Students without Disabilities	26	26	63072	100	100	99	513	513	464	12	12	37	19	19	41	35	35	15	35	35	7
Limited English Proficient Students	NC	NC	10317	NC	NC	111	NC	NC	426	NC	NC	72	NC	NC	25	NC	NC	2	NC	NC	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	16	16	17057				494	494	440	20	20	58	27	27	34	33	33	6	20	20	2
Non-Economically Disadvantaged	12	12	54110				537	537	468	0	0	33	17	17	43	33	33	16	50	50	8

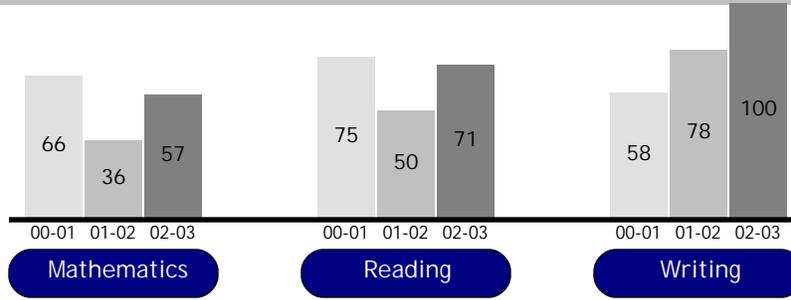
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	28	71100	100	100	99	522	522	502	4	4	25	35	35	21	31	31	40	31	31	15
All Students (Prior Year)	26	26	66144	NA	NA	NA	519	519	504	10	10	24	19	19	20	57	57	40	14	14	16
Female	18	18	34801	100	100	99	527	527	505	6	6	21	29	29	22	29	29	42	35	35	15
Male	10	10	36010	100	100	99	510	510	499	0	0	28	44	44	20	33	33	38	22	22	14
African American	NC	NC	3219	NC	NC	95	NC	NC	486	NC	NC	38	NC	NC	24	NC	NC	31	NC	NC	7
Hispanic	NC	NC	23630	NC	NC	96	NC	NC	485	NC	NC	37	NC	NC	25	NC	NC	32	NC	NC	6
Asian/Pacific Islander	--	--	1509	--	--	100	--	--	522	--	--	12	--	--	14	--	--	46	--	--	28
American Indian/Alaskan Native	--	--	5144	--	--	102	--	--	478	--	--	46	--	--	24	--	--	25	--	--	5
White	14	14	35198	88	88	95	523	523	515	0	0	15	29	29	18	36	36	47	36	36	21
Students with Disabilities	NC	NC	8121	NC	NC	105	NC	NC	470	NC	NC	55	NC	NC	20	NC	NC	21	NC	NC	4
Students without Disabilities	26	26	62979	100	100	99	522	522	503	4	4	23	35	35	21	31	31	41	31	31	15
Limited English Proficient Students	NC	NC	10304	NC	NC	110	NC	NC	462	NC	NC	63	NC	NC	23	NC	NC	13	NC	NC	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	16	16	17040				511	511	483	7	7	40	50	50	25	21	21	29	21	21	6
Non-Economically Disadvantaged	12	12	54060				534	534	507	0	0	20	17	17	20	42	42	43	42	42	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	28	28	69001	100	100	96	512	512	490	8	8	17	23	23	37	69	69	45	0	0	1
All Students (Prior Year)	26	26	63579	NA	NA	NA	487	487	493	19	19	15	48	48	42	33	33	41	0	0	2
Female	18	18	34086	100	100	97	524	524	496	0	0	13	18	18	36	82	82	51	0	0	1
Male	10	10	34644	100	100	95	490	490	484	22	22	22	33	33	39	44	44	38	0	0	0
African American	NC	NC	3115	NC	NC	92	NC	NC	478	NC	NC	25	NC	NC	44	NC	NC	31	NC	NC	0
Hispanic	NC	NC	22656	NC	NC	92	NC	NC	476	NC	NC	27	NC	NC	43	NC	NC	30	NC	NC	0
Asian/Pacific Islander	--	--	1472	--	--	98	--	--	507	--	--	8	--	--	30	--	--	60	--	--	2
American Indian/Alaskan Native	--	--	4940	--	--	98	--	--	469	--	--	34	--	--	43	--	--	23	--	--	0
White	14	14	34501	88	88	93	525	525	500	0	0	10	21	21	34	79	79	55	0	0	1
Students with Disabilities	NC	NC	7386	NC	NC	95	NC	NC	459	NC	NC	46	NC	NC	37	NC	NC	17	NC	NC	0
Students without Disabilities	26	26	61615	100	100	97	512	512	491	8	8	16	23	23	37	69	69	45	0	0	1
Limited English Proficient Students	NC	NC	9662	NC	NC	104	NC	NC	454	NC	NC	51	NC	NC	40	NC	NC	9	NC	NC	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	16	16	16383				494	494	472	14	14	30	36	36	43	50	50	26	0	0	0
Non-Economically Disadvantaged	12	12	52618				533	533	494	0	0	14	8	8	36	92	92	49	0	0	1

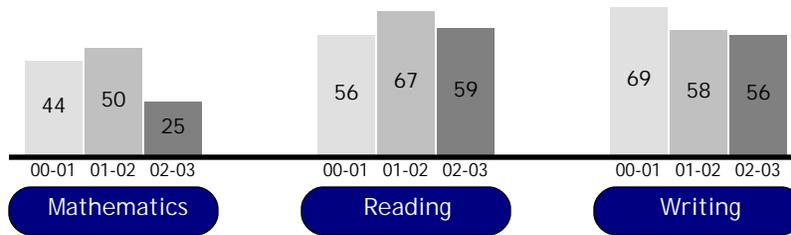
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

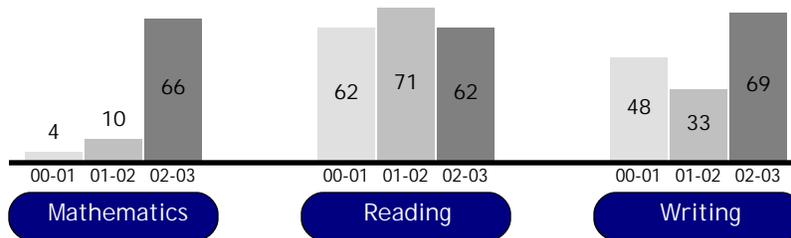
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	NC	53	93	39	39	44	74	44	44	50
	Language	100	16	16	45	93	30	30	39	89	29	29	43
	Mathematics	100	30	30	56	93	54	54	52	89	45	45	57
3	Reading	100	34	34	50	88	26	26	43	100	30	30	47
	Language	100	33	33	55	88	33	33	50	100	29	29	54
	Mathematics	100	44	44	53	88	48	48	50	100	30	30	54
4	Reading	92	30	30	55	89	47	47	47	100	32	32	52
	Language	92	24	24	50	89	43	43	45	100	35	35	48
	Mathematics	NC	NC	NC	56	83	53	53	52	100	53	53	57
5	Reading	94	52	52	51	75	32	32	46	100	41	41	50
	Language	88	51	51	46	75	43	43	43	100	35	35	46
	Mathematics	94	63	63	56	75	46	46	54	100	52	52	57
6	Reading	86	50	50	54	87	49	49	49	93	54	54	53
	Language	90	47	47	46	87	48	48	42	93	42	42	45
	Mathematics	90	66	66	61	87	78	78	58	100	57	57	62
7	Reading	86	36	36	53	88	57	57	48	100	49	49	51
	Language	86	35	35	55	88	73	73	51	100	60	60	54
	Mathematics	76	61	61	57	88	79	79	54	95	87	87	58
8	Reading	91	52	52	55	85	47	47	49	100	63	63	53
	Language	82	51	51	50	85	46	46	46	100	56	56	49
	Mathematics	95	87	87	57	85	83	83	54	96	95	95	58

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

School Safety

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

The Academy maintains a Positive School Climate encouraging self-discipline, responsibility, pride in community, good judgement and respect for others. Our zero-tolerance policy for violence supports a safe, orderly environment conducive to learning.

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) :

1
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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	Sue Douglas	(480) 844-3965
Transportation Policy	Jenifer Dinkel	(480) 844-3965
Community Resources	Arcelia Tovar	(480) 844-3965
School Nutrition Programs	Anissa Vicente	(480) 844-3965
Parent Organization	Arcelia Tovar	(480) 844-3965
Student Health/Nurse	Lynn Brunetto	(480) 325-9459

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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