

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

32 S. Center, Mesa, AZ 85210

Heritage Academy, Inc.

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Highly Performing

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

High School Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Highly Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Earl L. Taylor Jr.
 Schedule : 07:30 AM to 04:30 PM
 Grades : 7-12
 Web Address : www.hamesa.com
 Phone Number : (480) 969-5641
 Fax Number : (480) 969-6972
 E-mail : etaylor@mstar2.net

Mission

The purpose of education is to build strong character. To do this, we instill into the minds and hearts of our youth a respect for the ideals and values of the great men and women of history, including those who founded the American nation.

School / Academic Goals

- ü Provide a well-rounded curriculum which will prepare students to enter college. During a student's last year, we encourage concurrent enrollment in college-level courses so as to provide a seamless transition to college.
- ü Provide a curriculum which is aligned with the Arizona Academic Standards set forth by the state of Arizona and see that every graduate has shown mastery of these standards.
- ü Provide quality instruction and training to enable students leaving the school to be an active participant in the community--to use sound judgement in choosing public leaders.
- ü Provide quality instruction and training to enable students leaving the school to be an active participant in the community and to show by example that morality and virtue are indispensable supports to maintain freedom.

Enrollment

October 1, 2005 School Year Student Enrollment : 390
 Accepting New Students in 2005-06 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 395

Instructional Programs

- Ü Full Academics
- Ü College Internet Classes
- Ü Lab Sciences
- Ü Performing and Fine Arts
- Ü History and Science Field Trips

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Heritage Academy believes schools assist parents in training their children. Heritage personnel are always available for parental conferences and questions.

Parents

Parents and students are asked to sign an agreement at enrollment that the standards will be followed by the student. These include dress, behavior and doing the work assigned by the instructors. Parents are to be the first line of enforcement.

Transportation Policy

Parents provide transportation.

School Honors

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

Award/Honor	Year
Ü Regional and All-State Music Participants	2001
Ü Top All-State Honors and Carnegie Hall Performance	2002
Ü Top High School Drama Production for Les Miserables	2003
Ü Received "Excelling" rating from State Dep of Education	2006

7th 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	83	83	78546	97	97	97	565	565	543	1	1	15	13	13	18	64	64	52	22	22	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	46	38645	98	98	98	559	559	545	2	2	13	13	13	18	65	65	54	20	20	15
Male	37	37	39792	95	95	97	572	572	542	NA	NA	17	14	14	17	62	62	50	24	24	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	NC	NC	31177	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	23	NC	NC	48	NC	NC	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	69	69	36450	96	96	97	566	566	563	1	1	7	14	14	12	59	59	57	25	25	23
Students with Disabilities	NC	NC	8093	NC	NC	82	NC	NC	489	NC	NC	50	NC	NC	24	NC	NC	23	NC	NC	2
Students without Disabilities	81	81	70453	96	96	100	566	566	549	1	1	11	12	12	17	64	64	56	22	22	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	--	--	34694	--	--	96	--	--	524	--	--	23	--	--	23	--	--	48	--	--	7
Non-Economically Disadvantaged	83	83	43852	97	97	99	565	565	559	1	1	10	13	13	13	64	64	56	22	22	22

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	83	83	79045	97	97	98	547	547	512	NA	NA	10	11	11	25	73	73	58	16	16	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	46	38860	98	98	98	553	553	519	NA	NA	7	7	7	22	78	78	62	15	15	8
Male	37	37	40075	95	95	97	540	540	505	NA	NA	12	16	16	28	68	68	54	16	16	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	NC	NC	31314	NC	NC	98	NC	NC	493	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	69	69	36730	96	96	98	548	548	532	NA	NA	4	10	10	16	71	71	68	19	19	12
Students with Disabilities	NC	NC	8552	NC	NC	87	NC	NC	463	NC	NC	35	NC	NC	40	NC	NC	23	NC	NC	1
Students without Disabilities	81	81	70493	96	96	100	549	549	517	NA	NA	7	10	10	24	74	74	62	16	16	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	--	--	34922	--	--	96	--	--	493	--	--	15	--	--	34	--	--	48	--	--	3
Non-Economically Disadvantaged	83	83	44123	97	97	99	547	547	527	NA	NA	6	11	11	18	73	73	66	16	16	11

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	85	85	79657	99	99	99	595	595	566	1	1	3	NA	NA	8	95	95	87	4	4	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	47	39120	100	100	99	608	608	580	NA	NA	2	NA	NA	4	96	96	92	4	4	2
Male	38	38	40423	97	97	98	578	578	553	3	3	5	NA	NA	12	95	95	83	3	3	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	NC	NC	31642	NC	NC	99	NC	NC	552	NC	NC	5	NC	NC	11	NC	NC	84	NC	NC	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	71	71	36929	99	99	99	595	595	579	1	1	2	NA	NA	5	94	94	91	4	4	2
Students with Disabilities	NC	NC	9069	NC	NC	92	NC	NC	508	NC	NC	11	NC	NC	30	NC	NC	58	NC	NC	1
Students without Disabilities	83	83	70588	99	99	100	596	596	573	1	1	2	NA	NA	5	95	95	91	4	4	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	--	--	35341	--	--	97	--	--	551	--	--	5	--	--	12	--	--	83	--	--	0
Non-Economically Disadvantaged	85	85	44316	99	99	100	595	595	578	1	1	2	NA	NA	5	95	95	90	4	4	2

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	90	90	78400	97	97	97	588	588	554	2	2	21	6	6	19	74	74	47	18	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	38686	96	96	98	584	584	554	4	4	20	8	8	20	73	73	49	15	15	12
Male	38	38	39636	97	97	96	592	592	554	NA	NA	23	3	3	18	76	76	46	21	21	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	15	15	30732	100	100	97	561	561	534	NA	NA	31	27	27	24	73	73	40	NA	NA	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	71	71	37038	96	96	97	594	594	575	3	3	11	NA	NA	14	75	75	56	23	23	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	88	88	70560	97	97	99	588	588	560	1	1	17	6	6	19	75	75	50	18	18	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	--	--	33014	--	--	95	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Non-Economically Disadvantaged	90	90	45386	97	97	99	588	588	569	2	2	15	6	6	15	74	74	52	18	18	18

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	90	90	79179	97	97	98	559	559	519	NA	NA	11	7	7	27	87	87	58	7	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	38974	96	96	99	558	558	524	NA	NA	8	6	6	25	87	87	61	8	8	5
Male	38	38	40124	97	97	97	560	560	513	NA	NA	13	8	8	28	87	87	54	5	5	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	15	15	30987	100	100	98	546	546	498	NA	NA	17	7	7	36	87	87	45	7	7	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	71	71	37467	96	96	98	563	563	539	NA	NA	5	6	6	17	87	87	70	7	7	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	88	88	70612	97	97	99	560	560	524	NA	NA	7	6	6	25	88	88	62	7	7	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	--	--	33345	--	--	96	--	--	499	--	--	17	--	--	36	--	--	46	--	--	1
Non-Economically Disadvantaged	90	90	45834	97	97	99	559	559	533	NA	NA	7	7	7	19	87	87	67	7	7	7

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	88	88	79734	95	95	99	599	599	554	1	1	3	1	1	19	97	97	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	51	39243	94	94	99	605	605	568	NA	NA	2	2	2	12	96	96	85	2	2	1
Male	37	37	40413	95	95	98	589	589	541	3	3	4	NA	NA	26	97	97	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	15	15	31254	100	100	99	593	593	539	NA	NA	5	NA	NA	25	100	100	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	69	69	37668	93	93	99	600	600	569	1	1	1	1	1	13	96	96	85	1	1	1
Students with Disabilities	NC	NC	8943	NC	NC	92	NC	NC	495	NC	NC	11	NC	NC	51	NC	NC	38	NC	NC	1
Students without Disabilities	87	87	70791	96	96	100	600	600	561	1	1	2	NA	NA	15	98	98	83	1	1	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	--	--	33718	--	--	97	--	--	538	--	--	5	--	--	26	--	--	69	--	--	0
Non-Economically Disadvantaged	88	88	46016	95	95	100	599	599	567	1	1	2	1	1	14	97	97	84	1	1	1

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

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	48	48	71130	98	98	95	725	725	701	8	8	23	4	4	13	58	58	51	29	29	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	26	35465	96	96	96	719	719	702	12	12	21	4	4	13	62	62	53	23	23	13
Male	22	22	35648	100	100	94	732	732	701	5	5	24	5	5	12	55	55	50	36	36	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	NC	NC	25103	NC	NC	95	NC	NC	685	NC	NC	34	NC	NC	16	NC	NC	45	NC	NC	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	--	--	4241	--	--	90	--	--	679	--	--	39	--	--	19	--	--	39	--	--	3
White	46	46	36075	98	98	95	725	725	715	9	9	12	4	4	9	59	59	58	28	28	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	45	45	65268	98	98	98	730	730	705	4	4	19	2	2	12	62	62	54	31	31	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	--	--	22957	--	--	93	--	--	685	--	--	34	--	--	17	--	--	44	--	--	5
Non-Economically Disadvantaged	48	48	48173	98	98	96	725	725	709	8	8	17	4	4	11	58	58	55	29	29	18

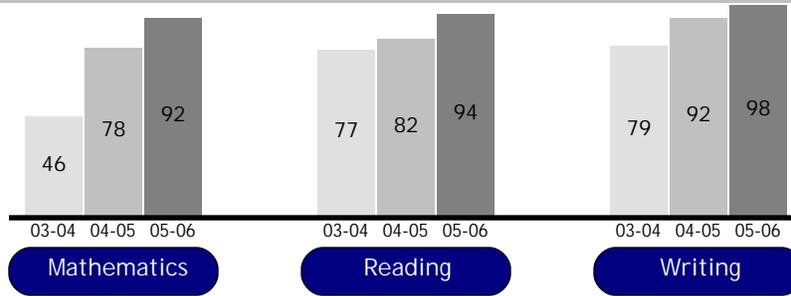
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	49	73018	100	100	97	730	730	703	NA	NA	6	4	4	23	84	84	64	12	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	27	36181	100	100	97	728	728	708	NA	NA	4	4	4	21	89	89	65	7	7	9
Male	22	22	36816	100	100	96	731	731	699	NA	NA	7	5	5	24	77	77	62	18	18	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	NC	NC	25801	NC	NC	96	NC	NC	683	NC	NC	10	NC	NC	34	NC	NC	53	NC	NC	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4389	--	--	93	--	--	675	--	--	9	--	--	42	--	--	47	--	--	1
White	47	47	37024	100	100	97	729	729	721	NA	NA	2	4	4	12	85	85	73	11	11	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	46	46	65848	100	100	98	733	733	708	NA	NA	4	2	2	20	85	85	67	13	13	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	--	--	23912	--	--	94	--	--	681	--	--	10	--	--	36	--	--	52	--	--	2
Non-Economically Disadvantaged	49	49	49106	100	100	98	730	730	714	NA	NA	4	4	4	16	84	84	69	12	12	11

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	49	49	72810	100	100	96	718	718	685	2	2	6	6	6	30	76	76	58	16	16	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	27	36111	100	100	97	724	724	695	NA	NA	4	11	11	23	67	67	65	22	22	8
Male	22	22	36678	100	100	95	711	711	674	5	5	9	NA	NA	36	86	86	52	9	9	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	NC	NC	25735	NC	NC	96	NC	NC	669	NC	NC	10	NC	NC	41	NC	NC	48	NC	NC	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	--	--	4370	--	--	92	--	--	670	--	--	9	--	--	39	--	--	50	--	--	2
White	47	47	36915	100	100	97	718	718	697	2	2	3	6	6	21	74	74	67	17	17	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	46	46	65739	100	100	98	718	718	689	2	2	4	7	7	27	76	76	62	15	15	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	--	--	23814	--	--	94	--	--	667	--	--	10	--	--	41	--	--	47	--	--	2
Non-Economically Disadvantaged	49	49	48996	100	100	97	718	718	693	2	2	4	6	6	24	76	76	64	16	16	7

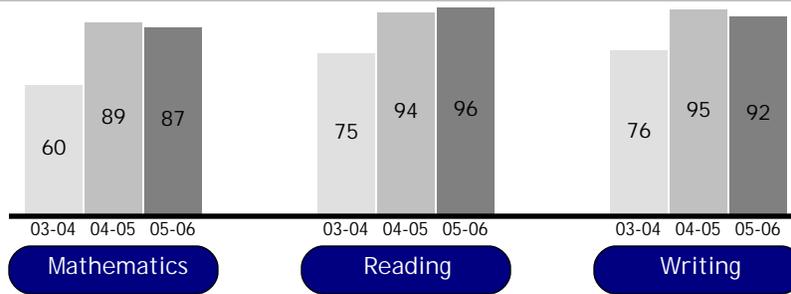
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

8th Grade Proficiency



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.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	93	71	NA	54	100	78	78	50	100	79	79	54
	Language	93	77	77	58	100	78	78	52	100	80	80	58
	Mathematics	93	82	82	62	100	72	72	50	100	70	70	54
8	Reading	97	73	NA	55	99	59	59	51	97	76	76	58
	Language	96	78	78	52	99	64	64	50	96	82	82	56
	Mathematics	97	78	78	61	100	68	68	53	97	75	75	58
9	Reading	94	62	NA	42	99	70	70	51	100	78	78	52
	Language	94	63	63	42	99	71	71	50	100	78	78	50
	Mathematics	94	76	76	63	97	72	72	50	100	75	75	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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)
- 1 Teacher(s)
- 10 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum Suggestions
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü This Council Is Our Parent-Teacher Org.

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	30.00
Other Professional Staff	1.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	4	1	3
4 to 6 years	5	0	0	2
7 to 9 years	2	0	1	1
10 or more years	4	3	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	61
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	24%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü PE Sports
- Ü Mesa Public Library

Extracurricular Activities

- Ü Science Excursions and Field Trips
- Ü AIA Competitions in Music
- Ü Kenpo Instruction During School
- Ü Art Competitions
- Ü Musical and non-musical play productions

Social Services

- Ü Citizenship Classes
- Ü Recreational Activities
- Ü Volunteer Program
- Ü Mesa Public Library

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Heritage graduated over 450 students in the years 1996-2006. Of those, about 80% have had at least some college.

- ü Many scholars were involved in our extensive history tours in Arizona, to the West and East Coast. Scholars also participate in simulations in writing laws and constitutions. Many public officials and candidates visit with our scholars.

- ü Many scholarships both academic, service, and performing arts, were awarded our graduating seniors.

- ü We produce a full-blown 'Broadway-style' play every semester, both musical and non-musical.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	0	89	88	73
Graduation Rate ⁶	89	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

We have incorporated Citizenship training into each day's instruction. We are a closed campus and have, and enforce, a strong behavior code.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

Name		Phone Number
School Site Council		
Transportation Policy		
Community Resources		
School Nutrition Programs		
Parent Organization	Del Skinner	(480) 229-8160
Student Health/Nurse	Laurie Smith	(480) 969-5641

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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 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 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/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.