

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1727 W. Main, Mesa, AZ 85201

Mesa Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

High School Achievement Profile (a)

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

(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 : Ms. Susan Scoon
Schedule : 7:30 AM to 3:30 PM
Grades : 7-12
2004 Enrollment : 290
Web Address :
Phone Number : (480) 472-9351
Fax Number : (480) 472-9393
E-mail : sascoon@mpsaz.org

Mission

TAPP offers an alternative educational setting, with traditional and computerized curriculum, for pregnant teens. The goals are for students to complete academic requirements for graduation, learn parenting skills, and to gain job skills.

School / Academic Goals

- ü To provide a safe, nurturing environment for pregnant and parenting teens with babies six months or younger to continue their education.
To provide a variety of teaching strategies to address the learning styles of students and their unique needs.
- ü To assist the pregnant/newly parenting student toward completing graduation requirements and acquiring a high school diploma.

Enrollment

October 1, 2003 School Year Student Enrollment : 26
Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 154

Instructional Programs

- Ü Core Curriculum Classes
- Ü Parenting Classes
- Ü Small Teacher/Student Ratio
- Ü All-girls School

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

To provide a safe, nurturing learning environment. Assist students in achieving their academic goals. To involve parents in helping students achieve their academic goals. Enlist parent support to help students maintain acceptable attendance patterns.

Parents

To encourage the student to attend school and notify the school of any absences. To provide reliable transportation, if student is not using a district bus. To assure that reliable day care is available, if student is not using the EVIT Headstart.

Transportation Policy

District bus transportation is available for students residing within the MPS district. Buses are equipped with air conditioning and seat belts for infant/child car seats.

School Honors

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

Award/Honor	Year
Ü VICA State Culinary Competition - 3rd Place	1999
Ü VICA State Culinary Competition - 1st Place	2000
Ü Scholarship - Art Institute Phoenix	2000
Ü VICA National Culinary Competition - 1st Place	2000

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	NC	5673	75001	NC	99	99	NC	489	468	NC	24	37	NC	33	36	NC	24	16	NC	20	10
All Students (Prior Year)	--	5563	71167	--	98	99	--	480	463	--	24	38	--	41	41	--	23	14	--	13	7
Female	NC	2761	36846	NC	100	99	NC	489	468	NC	22	36	NC	36	38	NC	25	16	NC	18	10
Male	--	2908	37974	--	99	99	--	489	467	--	26	39	--	30	34	--	23	16	--	22	11
African American	--	221	3720	--	100	98	--	468	446	--	39	53	--	31	33	--	18	9	--	12	4
Hispanic	NC	1551	26675	NC	99	98	NC	462	448	NC	40	52	NC	37	34	NC	17	10	NC	7	4
Asian/Pacific Islander	--	136	1575	--	100	99	--	507	504	--	17	18	--	27	33	--	22	20	--	34	29
American Indian/Alaskan Native	--	213	4731	--	98	98	--	450	438	--	51	61	--	32	30	--	13	7	--	4	2
White	NC	3539	37785	NC	99	99	NC	502	482	NC	16	25	NC	32	39	NC	27	21	NC	25	15
Students with Disabilities	--	476	8802	--	100	100	--	421	418	--	75	79	--	21	16	--	3	3	--	1	1
Students without Disabilities	NC	5197	66199	NC	99	99	NC	494	472	NC	20	34	NC	34	38	NC	25	17	NC	21	11
Limited English Proficient Students	NC	799	11710	NC	100	100	NC	454	429	NC	46	70	NC	37	25	NC	13	4	NC	4	1
Migrant Students	--	23	709				--	430	442	--	67	57	--	28	34	--	6	7	--	0	2
Economically Disadvantaged	NC	2327	29814				NC	464	448	NC	39	53	NC	35	33	NC	16	10	NC	10	4
Non-Economically Disadvantaged	--	3346	45170				--	505	479	--	14	28	--	31	38	--	28	20	--	26	14

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	NC	5674	74918	NC	99	99	NC	502	497	NC	28	32	NC	18	19	NC	36	35	NC	18	15
All Students (Prior Year)	--	5561	71100	--	98	99	--	507	502	--	20	25	--	20	21	--	44	40	--	17	15
Female	NC	2760	36805	NC	99	99	NC	507	501	NC	25	28	NC	19	19	NC	37	37	NC	19	16
Male	--	2910	37936	--	99	99	--	498	493	--	32	35	--	16	18	--	35	33	--	17	14
African American	--	222	3719	--	100	98	--	489	481	--	38	43	--	18	21	--	31	29	--	13	7
Hispanic	NC	1550	26645	NC	99	98	NC	477	478	NC	47	46	NC	19	20	NC	27	27	NC	6	6
Asian/Pacific Islander	--	136	1571	--	100	99	--	512	521	--	21	18	--	16	15	--	40	38	--	23	30
American Indian/Alaskan Native	--	214	4729	--	99	98	--	469	468	--	54	57	--	19	19	--	22	19	--	5	4
White	NC	3539	37773	NC	99	99	NC	514	511	NC	19	20	NC	17	18	NC	40	41	NC	24	21
Students with Disabilities	--	477	8801	--	100	100	--	440	448	--	81	75	--	11	13	--	6	10	--	2	2
Students without Disabilities	NC	5197	66117	NC	99	99	NC	507	501	NC	24	28	NC	18	19	NC	38	37	NC	20	16
Limited English Proficient Students	NC	802	11706	NC	100	100	NC	467	454	NC	57	71	NC	18	16	NC	21	12	NC	4	1
Migrant Students	--	23	706				--	449	467	--	78	55	--	22	22	--	0	20	--	0	4
Economically Disadvantaged	NC	2331	29785				NC	479	477	NC	46	47	NC	19	20	NC	28	26	NC	8	6
Non-Economically Disadvantaged	--	3343	45115				--	516	508	--	18	23	--	17	18	--	41	39	--	25	20

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	NC	5635	74503	NC	99	99	NC	479	491	NC	13	9	NC	37	32	NC	42	51	NC	8	8
All Students (Prior Year)	--	5441	69001	--	96	96	--	494	490	--	13	17	--	36	37	--	50	45	--	0	1
Female	NC	2744	36686	NC	99	99	NC	497	506	NC	8	5	NC	35	29	NC	47	57	NC	11	9
Male	--	2886	37644	--	98	98	--	461	476	--	18	13	--	40	36	--	37	45	--	6	6
African American	--	219	3677	--	100	97	--	463	475	--	21	12	--	36	36	--	36	46	--	7	5
Hispanic	NC	1545	26500	NC	99	97	NC	444	467	NC	21	13	NC	45	39	NC	31	44	NC	3	4
Asian/Pacific Islander	--	134	1566	--	100	99	--	497	537	--	11	5	--	32	23	--	44	55	--	13	18
American Indian/Alaskan Native	--	208	4695	--	96	97	--	444	464	--	23	14	--	43	39	--	29	44	--	4	3
White	NC	3517	37606	NC	98	99	NC	495	508	NC	9	6	NC	35	28	NC	47	56	NC	10	10
Students with Disabilities	--	472	8662	--	100	100	--	394	409	--	48	37	--	36	42	--	15	20	--	1	1
Students without Disabilities	NC	5163	65841	NC	99	98	NC	486	499	NC	10	7	NC	38	32	NC	44	53	NC	9	8
Limited English Proficient Students	NC	795	11608	NC	100	100	NC	422	430	NC	30	23	NC	45	47	NC	23	28	NC	2	1
Migrant Students	--	23	701				--	412	449	--	39	17	--	33	43	--	28	38	--	0	1
Economically Disadvantaged	NC	2304	29587				NC	445	465	NC	22	14	NC	42	40	NC	32	43	NC	4	4
Non-Economically Disadvantaged	--	3331	44898				--	500	507	--	7	7	--	34	28	--	48	55	--	11	10

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	NC	5047	65934	NC	96	100	NC	510	492	NC	24	43	NC	17	18	NC	33	24	NC	27	15
All Students (Prior Year)	10	4342	57534	71	83	91	470	510	491	70	24	46	10	15	16	20	34	23	0	27	15
Female	NC	2418	32586	NC	97	100	NC	509	491	NC	24	44	NC	18	19	NC	33	24	NC	25	14
Male	--	2624	33226	--	95	99	--	510	493	--	24	42	--	16	18	--	32	24	--	28	16
African American	--	161	3042	--	90	98	--	490	478	--	42	58	--	23	19	--	25	17	--	10	6
Hispanic	NC	1135	21740	NC	96	100	NC	488	475	NC	46	63	NC	18	17	NC	25	15	NC	10	5
Asian/Pacific Islander	--	138	1643	--	97	99	--	524	519	--	21	23	--	10	13	--	27	30	--	41	34
American Indian/Alaskan Native	NC	163	4351	NC	83	99	NC	488	472	NC	46	68	NC	17	16	NC	28	13	NC	8	4
White	NC	3446	34819	NC	97	99	NC	518	505	NC	15	27	NC	17	20	NC	36	31	NC	33	22
Students with Disabilities	NC	396	6507	NC	92	100	NC	465	456	NC	74	83	NC	11	9	NC	11	6	NC	3	2
Students without Disabilities	NC	4651	59427	NC	96	100	NC	512	494	NC	21	41	NC	17	19	NC	34	25	NC	28	16
Limited English Proficient Students	--	541	6793	--	100	100	--	479	464	--	59	79	--	16	11	--	18	8	--	7	2
Migrant Students	--	NC	708				--	NC	469	--	NC	72	--	NC	15	--	NC	10	--	NC	3
Economically Disadvantaged	NC	1572	18745				NC	493	475	NC	40	64	NC	18	16	NC	27	15	NC	14	5
Non-Economically Disadvantaged	NC	3475	47182				NC	517	499	NC	17	35	NC	17	19	NC	35	27	NC	32	19

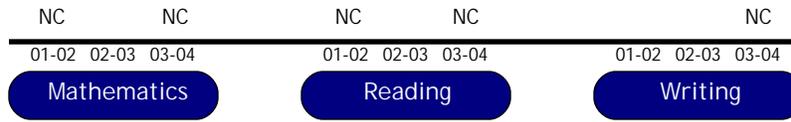
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	5245	68162	NC	97	100	NC	519	509	NC	12	18	NC	20	24	NC	58	51	NC	10	8
All Students (Prior Year)	11	4207	56700	79	81	89	499	522	512	0	9	15	55	19	23	45	59	52	0	14	10
Female	NC	2506	33509	NC	97	100	NC	523	513	NC	10	15	NC	18	23	NC	60	52	NC	11	9
Male	--	2725	34521	--	96	100	--	515	505	--	13	20	--	21	24	--	57	49	--	9	7
African American	--	172	3163	--	93	99	--	495	497	--	21	22	--	28	30	--	50	46	--	1	3
Hispanic	NC	1204	22624	NC	96	100	NC	492	487	NC	27	32	NC	31	31	NC	38	35	NC	3	2
Asian/Pacific Islander	--	137	1666	--	96	100	--	520	523	--	13	11	--	19	17	--	54	60	--	14	12
American Indian/Alaskan Native	NC	188	4592	NC	88	100	NC	491	484	NC	26	32	NC	33	37	NC	38	30	NC	2	1
White	NC	3536	35727	NC	98	100	NC	531	526	NC	5	7	NC	15	17	NC	67	64	NC	13	12
Students with Disabilities	NC	437	6845	NC	99	100	NC	465	468	NC	55	53	NC	28	29	NC	16	18	NC	0	1
Students without Disabilities	NC	4808	61317	NC	97	100	NC	522	512	NC	10	15	NC	19	23	NC	61	53	NC	11	8
Limited English Proficient Students	--	565	7152	--	100	100	--	473	464	--	43	57	--	35	31	--	22	12	--	0	0
Migrant Students	--	NC	745				--	NC	469	--	NC	51	--	NC	31	--	NC	17	--	NC	1
Economically Disadvantaged	NC	1671	19528				NC	497	487	NC	24	31	NC	29	32	NC	43	34	NC	4	2
Non-Economically Disadvantaged	NC	3574	48595				NC	528	518	NC	7	13	NC	16	20	NC	65	57	NC	13	10

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

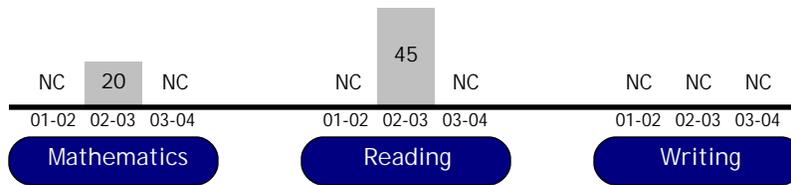
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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. 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 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
7	Reading	--	--	53	48	--	--	59	51	--	--	NA	54
	Language	--	--	56	51	--	--	62	54	--	--	64	58
	Mathematics	--	--	67	54	--	--	74	58	--	--	75	62
8	Reading	NC	NC	54	49	NC	NC	58	53	NC	NC	NA	55
	Language	NC	NC	51	46	NC	NC	56	49	NC	NC	58	52
	Mathematics	NC	NC	66	54	NC	NC	69	58	NC	NC	73	61
9	Reading	NC	NC	46	37	NC	NC	50	41	NC	NC	NA	42
	Language	NC	NC	49	38	NC	NC	54	42	NC	NC	54	42
	Mathematics	NC	NC	71	56	NC	NC	74	60	NC	NC	76	63

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

School Site Council

Council Composition

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	2.00
Other Professional Staff	.00	Teacher Aide	.50

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 4
- Core academic classes taught by Highly Qualified (NCLB) teachers. 14
- Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- ü Access to Media Center
- ü Access to Science Lab
- ü Computer Lab with Academic Software

Extracurricular Activities

- ü Access to Vocational Programs

Social Services

- ü Access to Headstart Program
- ü Prenatal/Parenting Classes
- ü Hospital Social Services Connection
- ü Mentor Moms Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Provided education to approximately 100 pregnant and/or parenting students last year, and to hundreds since 1972, when TAPP was initiated.
- ü 75% of the students either graduated or are continuing their education to get a diploma.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	82	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	85	98	98	94
Retention Rate ⁹	15	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	--	--
Grades 7-8	NC	NC

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

Students commit to learning, bettering themselves and being role models for their children. East Valley Academy staff are available for TAPP students. The expanded services have increased the overall positive campus environment and academic success. EVIT's School Resource Officer is available as needed.

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) :

0

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	Susan A. Scoon	(480) 472-9351
Transportation Policy	Owen Rentschler	(480) 472-9351
Community Resources	Kim Kereluk	(480) 472-6850
School Nutrition Programs	Susan A. Scoon	(480) 472-9351
Parent Organization		
Student Health/Nurse	Nancy Andersen	(480) 472-9359

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

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

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

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

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

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

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

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 50 Copies = \$19.00

** 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.