

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

845 S Crismon, Mesa, AZ 85208

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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

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

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

### School Overview

Principal/Administrator : Ms. Denise Griffin  
 Schedule : 7:30 AM to 4:00 PM  
 Grades : 10-12  
 2004 Enrollment : 1736  
 Web Address :  
 Phone Number : (480) 472-9400  
 Fax Number : (480) 472-9406  
 E-mail : dlgriffi@mpsaz.org

### Mission

The mission of Skyline High School is providing a safe environment; striving for academic excellence and promoting lifelong learning skills by offering a comprehensive academic curriculum.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2003-04	Met
2002-03	Not Met
2001-02	N/A

#### School Improvement Status <sup>(b)</sup>

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

### School / Academic Goals

- ü Problem Solving--All students will implement problem-solving techniques using a 5-step model.
- ü Communications--Students will develop and demonstrate effective reading skills. Students will develop and demonstrate effective oral and written communication skills.
- ü Responsibility- All students will implement behavior consistent with responsibility.
- ü Quality Service- to improve communication between staff/administration and parents/students in the community.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1658  
 Accepting New Students in 2004-05 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 134

Instructional Programs

- ü Advanced Placement Programs
- ü Dual/Concurrent Enrollment Programs
- ü School-to-Work Program
- ü ELAD Program
- ü JROTC (Army)
- ü We The People (Gov't)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 53 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Parent newsletters, parent teacher conferences, Open house, Senior post-grad night, Financial aid night, attendance procedures, academic information, campus code of conduct, counseling, scholarship information, School Improvement Advisory Council.

Parents

Parents are expected to work with the school in meeting expectations for academic success and behavior. We strive to work with parents to monitor progress and provide a safe learning environment. Daily attendance is crucial to a student's success.

Transportation Policy

Busing is provided for students living more than two miles from their assigned school. Specialized transportation for special education students is addressed in the IEP. Transportation is not provided for open enrollment students.

School Honors

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

Award/Honor	Year
ü National Academy of TV, Arts, and Sciences Student Emmy	2004
ü Arizona Outstanding Journalist/Yearbook (2)	2000
ü Honeywell Internships Were Granted (5)	2004
ü Salt River Project Environmental Awards	2004

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	570	5047	65934	98	96	100	506	510	492	28	24	43	21	17	18	27	33	24	25	27	15
All Students (Prior Year)	502	4342	57534	90	83	91	503	510	491	31	24	46	19	15	16	30	34	23	19	27	15
Female	258	2418	32586	97	97	100	504	509	491	30	24	44	23	18	19	26	33	24	22	25	14
Male	312	2624	33226	98	95	99	507	510	493	26	24	42	19	16	18	27	32	24	27	28	16
African American	24	161	3042	96	90	98	490	490	478	52	42	58	22	23	19	22	25	17	4	10	6
Hispanic	134	1135	21740	99	96	100	490	488	475	46	46	63	18	18	17	23	25	15	13	10	5
Asian/Pacific Islander	20	138	1643	100	97	99	512	524	519	35	21	23	5	10	13	30	27	30	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	388	3446	34819	97	97	99	512	518	505	20	15	27	22	17	20	28	36	31	30	33	22
Students with Disabilities	46	396	6507	96	92	100	463	465	456	79	74	83	5	11	9	11	11	6	5	3	2
Students without Disabilities	524	4651	59427	98	96	100	507	512	494	26	21	41	21	17	19	27	34	25	26	28	16
Limited English Proficient Students	57	541	6793	100	100	100	477	479	464	65	59	79	18	16	11	7	18	8	9	7	2
Migrant Students	--	NC	708				--	NC	469	--	NC	72	--	NC	15	--	NC	10	--	NC	3
Economically Disadvantaged	225	1572	18745				496	493	475	39	40	64	21	18	16	23	27	15	16	14	5
Non-Economically Disadvantaged	345	3475	47182				512	517	499	21	17	35	20	17	19	28	35	27	30	32	19

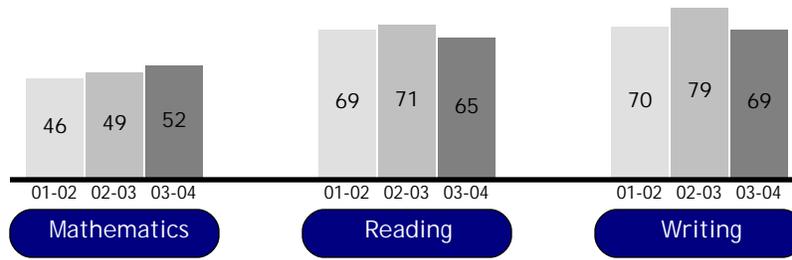
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	588	5245	68162	98	97	100	514	519	509	11	12	18	24	20	24	58	58	51	7	10	8
All Students (Prior Year)	500	4207	56700	90	81	89	516	522	512	6	9	15	23	19	23	63	59	52	8	14	10
Female	268	2506	33509	99	97	100	517	523	513	8	10	15	24	18	23	60	60	52	8	11	9
Male	320	2725	34521	98	96	100	511	515	505	15	13	20	23	21	24	56	57	49	6	9	7
African American	25	172	3163	96	93	99	497	495	497	17	21	22	35	28	30	48	50	46	0	1	3
Hispanic	138	1204	22624	100	96	100	496	492	487	22	27	32	33	31	31	43	38	35	2	3	2
Asian/Pacific Islander	19	137	1666	100	96	100	517	520	523	11	13	11	16	19	17	63	54	60	11	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	402	3536	35727	98	98	100	521	531	526	8	5	7	20	15	17	64	67	64	9	13	12
Students with Disabilities	48	437	6845	100	99	100	488	465	468	20	55	53	20	28	29	60	16	18	0	0	1
Students without Disabilities	540	4808	61317	98	97	100	514	522	512	11	10	15	24	19	23	58	61	53	7	11	8
Limited English Proficient Students	57	565	7152	100	100	100	482	473	464	34	43	57	36	35	31	28	22	12	2	0	0
Migrant Students	--	NC	745				--	NC	469	--	NC	51	--	NC	31	--	NC	17	--	NC	1
Economically Disadvantaged	236	1671	19528				501	497	487	19	24	31	30	29	32	45	43	34	5	4	2
Non-Economically Disadvantaged	352	3574	48595				522	528	518	7	7	13	20	16	20	66	65	57	8	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	587	5229	67629	98	97	100	527	536	524	16	14	22	15	13	16	68	70	59	1	2	3
All Students (Prior Year)	506	4369	55090	91	84	87	484	492	479	12	10	16	8	9	13	79	81	70	0	0	0
Female	265	2504	33347	98	97	100	541	548	537	10	10	17	13	12	15	76	75	64	1	3	4
Male	322	2711	34151	99	95	99	516	525	512	22	18	27	17	14	18	61	66	54	0	2	2
African American	25	173	3150	96	94	99	520	518	515	21	23	24	13	16	19	67	60	56	0	1	2
Hispanic	139	1195	22313	100	96	100	501	500	493	29	28	34	13	17	19	57	54	46	1	1	1
Asian/Pacific Islander	19	136	1659	100	95	100	552	554	564	5	16	11	16	9	12	74	68	68	5	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	400	3531	35593	98	97	99	536	551	547	12	8	13	16	11	14	71	78	69	1	3	4
Students with Disabilities	48	429	6712	100	97	100	466	440	445	63	63	61	19	14	18	19	23	21	0	0	0
Students without Disabilities	539	4800	60917	98	96	100	529	541	530	15	12	19	15	13	16	69	72	61	1	2	3
Limited English Proficient Students	58	562	6994	100	100	100	478	472	442	38	41	58	15	18	18	47	41	23	0	0	0
Migrant Students	--	NC	732				--	NC	466	--	NC	44	--	NC	23	--	NC	33	--	NC	0
Economically Disadvantaged	234	1649	19310				514	510	489	23	24	35	17	16	20	60	59	44	1	1	1
Non-Economically Disadvantaged	353	3580	48278				536	548	538	12	10	17	15	12	15	73	75	65	1	3	4

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

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

10th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Advise Principal on School Improvement
- Ü Solicit/Disseminate Information
- Ü Overnight/Out-of-State Travel Requests
- Ü Discuss Community Issues
- Ü Respond to School Safety Concerns
- Ü Understand Testing Standards

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	68.80
Other Professional Staff	10.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	7	0	0
4 to 6 years	4	17	0	0
7 to 9 years	5	16	0	0
10 or more years	4	27	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 79  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 0  
 Teachers with Emergency Certificaton. 1

Resources Available at School Site

Special Facilities

- Ü Computer Productivity Lab
- Ü Media Center/Lab
- Ü Adult Ed. classes

Extracurricular Activities

- Ü Comprehensive Athletic Programs
- Ü National Honor Society
- Ü Skyline Student Ambassadors
- Ü JROTC Program
- Ü Sustained Silent Reading Program
- Ü Academic Calender focus

Social Services

- Ü Counseling Services
- Ü Lunch Programs
- Ü Health Services
- Ü Career Center

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü 80 tuition waivers to U of A, ASU, and NAU. 9 out-of-state academic scholarships and 5 military scholarships were offered. 362 Marciopa Community college scholarships. 1 Air Force Academy Appointment, 1 ROTC and 1 Naval Prep appointments.
- ü 1 Flinn Foundation Scholar recipient. A total of nearly three and one-half million dollars worth of scholarships were offered to the Class of 2004 seniors.
- ü 135 seniors participated in the service learning program. A total of 7994 hours of service were donated by Skyline seniors.
- ü CHELA financial institution awards to seniors (\$5,000.00)

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	2	2	2	2
Transfers In <sup>7</sup> (Out of District)	7	10	9	9
Promotion Rate <sup>8</sup>	92	98	98	94
Retention Rate <sup>9</sup>	7	1	1	5
Dropout Rate <sup>10</sup>	1	NA		3
Status Unknown <sup>11</sup>	1			2
Graduation Rate <sup>12</sup>	75			77

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

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

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

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

School Safety

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

Safety is a primary concern. Staff are informed of the school crisis plan and emergency procedures. A safety committee meets monthly. Fire drills are conducted. Parents are informed about emergency situations through the voice mail bulletin. The SRO is a valuable resource that assists us in reporting criminal activity on campus.

Due to the nature of certain incidents, definitions of criminal activity are sometimes difficult to quantify.

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) :

24

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	Joy Snapp	(480) 472-9400
Transportation Policy	Community Relations	(480) 472-7201
Community Resources	Denise Griffin	(480) 472-9408
School Nutrition Programs	Carol Lindsay	(480) 472-9442
Parent Organization	SIAC	(480) 472-9400
Student Health/Nurse	Ida Castle	(480) 472-9417

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

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

### DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.