ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Highland Lakes School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

19000 N. 63rd Avenue, Glendale, AZ 85308

Deer Valley Unified District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	Highly Performing
2002-03	Highly Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

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.

School Overview

Principal/Administrator :	Mr. Mark E. Anderson
Schedule :	07:00 AM to 04:30 PM
Grades :	K-8
2005 Enrollment :	1002
Web Address :	highlandlakes.dvusd.org/
Phone Number :	(623) 376-4300
Fax Number :	(623) 376-4380
E-mail :	mark.anderson@hl.dvusd.org

Mission

The mission of Highland Lakes School is to provide an engaging learning environment with opportunities for social and academic success. This is to be supported by a foundation of parents, staff, and community. Together we will promote a safe and nurturing environment which transcends diversity and abilities among all children.

School / Academic Goals

- Increase the number of students in each grade level who meet or exceed the state standards in reading, writing and math.
- Provide a safe, positive learning environment for all students and staff.
- Provide intense, focused, intervention programs for students not meeting the state standards.

Enrollment

October 1, 2004 School Year Student Enrollment : 1023

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 60

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- General Education in grades K-8
- Gifted
- Communication Disorders
- Hearing Impaired
- Special Education Resource
- Speech

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Highland Lakes School will provide high academic standards in setting goals and expectations for our students. We will prepare the students for success in meeting the choices and challenges of today and tomorrow.

Parents

Parents should provide for the physical and emotional well-being of their children. Responsible parents ensure student attendance, provide proper clothing and nourishment, uphold transportation commitments, assist with homework support, are involved in school goals and expectations, support school policies including dress code and behavior codes. They will communicate regularly with the school and with their children.

Transportation Policy

Students are bused in grades 1-6 if their residence is farther than one mile. Students in grades 7-8 are bused if they live farther than one and one-half miles. All Kindergarten children are bused beyond a one-half mile radius.

School Honors

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

Award/Honor	Year
Boys & Girls Track, 2nd Place in Conference	2005
Spiritline won State Championship	2005
7th Grade Boys Volleyball Conference Champions	2005
8th Grade Girls Volleyball Conference Champions	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	61	2698	79306	100	99	99	469	462	445	4	6	10	5	12	18	63	54	51	28	29	20
All Students (Prior Year)	79	2528	75509	100	99	100	538	532	521	6	7	13	18	19	23	35	38	33	41	36	31
Female	33	1299	38691	100	99	99	471	462	446	3	5	10	3	12	18	61	55	52	32	28	20
Male	28	1398	40583	100	99	99	467	462	445	4	6	11	8	12	18	65	52	50	23	30	21
African American	NC	85	4041	NC	98	99	NC	449	426	NC	7	17	NC	16	23	NC	57	50	NC	20	10
Hispanic	NC	374	32869	NC	100	99	NC	442	429	NC	11	15	NC	21	25	NC	55	51	NC	13	10
Asian/Pacific Islander	NC	110	1935	NC	100	99	NC	477	474	NC	2	3	NC	6	9	NC	53	48	NC	39	40
American Indian/Alaskan Native	--	19	4264	--	95	100	--	443	419	--	11	19	--	26	30	--	42	45	--	21	6
White	53	2110	36197	98	99	99	470	465	463	4	5	5	2	10	11	67	53	53	27	31	31
Students with Disabilities	10	411	10321	100	100	100	434	411	389	22	24	30	0	24	27	78	39	34	0	13	9
Students without Disabilities	51	2289	69060	96	98	98	476	471	454	0	2	7	6	10	17	60	56	54	33	31	22
Limited English Proficient Students	--	157	15509	--	100	100	--	396	406	--	18	20	--	28	30	--	45	45	--	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	257	39415	NC	88	96	NC	445	431	NC	9	15	NC	22	25	NC	54	50	NC	16	10
Non-Economically Disadvantaged	58	2443	39966	100	100	100	471	463	459	2	5	6	6	11	12	63	54	52	30	30	30

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	60	2697	79395	98	0	99	468	465	446	0	4	9	18	17	25	72	63	55	11	17	11
All Students (Prior Year)	79	2538	75492	100	100	100	531	528	519	3	7	12	10	12	16	47	52	47	40	30	24
Female	32	1298	38743	97	0	100	477	471	451	0	3	7	16	14	24	71	64	57	13	20	12
Male	28	1395	40618	100	0	99	459	459	440	0	5	11	19	19	27	73	62	53	8	14	9
African American	NC	85	4052	NC	0	100	NC	454	434	NC	4	11	NC	33	29	NC	54	54	NC	9	6
Hispanic	NC	375	32915	NC	0	99	NC	447	426	NC	7	15	NC	28	35	NC	57	47	NC	8	4
Asian/Pacific Islander	NC	110	1936	NC	0	99	NC	473	468	NC	1	3	NC	11	14	NC	68	63	NC	20	19
American Indian/Alaskan Native	--	19	4271	--	0	100	--	447	420	--	5	15	--	26	42	--	58	41	--	11	2
White	52	2108	36221	96	0	99	468	468	465	0	3	4	18	14	15	69	64	63	12	18	17
Students with Disabilities	10	412	10331	100	0	100	428	413	388	0	16	25	67	38	37	33	37	34	0	8	4
Students without Disabilities	50	2287	69139	94	0	99	476	474	454	0	2	7	8	13	24	79	67	58	13	18	11
Limited English Proficient Students	--	157	15545	--	0	100	--	392	399	--	16	21	--	38	42	--	44	35	--	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	258	39484	NC	0	96	NC	445	429	NC	8	14	NC	28	35	NC	57	47	NC	7	4
Non-Economically Disadvantaged	57	2441	39986	98	0	100	470	466	461	0	4	4	17	16	16	72	63	63	11	17	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	61	2692	78869	100	99	99	470	460	442	2	3	6	16	15	21	67	67	63	16	14	10
All Students (Prior Year)	79	2525	75053	100	99	99	667	625	597	1	4	7	4	8	12	72	76	72	22	12	9
Female	33	1299	38536	100	99	99	484	476	458	0	2	4	13	10	15	61	68	67	26	20	14
Male	28	1392	40302	100	99	99	453	445	428	4	4	8	19	20	26	73	67	60	4	8	7
African American	NC	85	4015	NC	98	99	NC	455	430	NC	4	8	NC	20	24	NC	63	61	NC	13	7
Hispanic	NC	372	32606	NC	99	98	NC	441	426	NC	6	8	NC	23	27	NC	63	60	NC	8	5
Asian/Pacific Islander	NC	110	1925	NC	100	99	NC	477	471	NC	2	3	NC	8	11	NC	69	64	NC	21	22
American Indian/Alaskan Native	--	19	4245	--	95	100	--	447	423	--	5	9	--	32	26	--	53	61	--	11	4
White	53	2106	36078	98	99	99	468	462	459	2	3	4	16	14	16	65	68	66	16	15	14
Students with Disabilities	10	409	10246	100	100	100	397	392	367	11	12	18	56	38	39	33	46	40	0	4	4
Students without Disabilities	51	2285	68697	96	98	98	483	472	454	0	2	4	8	11	18	73	71	67	19	16	11
Limited English Proficient Students	--	156	15339	--	100	100	--	385	399	--	11	11	--	35	31	--	47	54	--	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	255	39106	NC	88	95	NC	438	427	NC	8	8	NC	24	28	NC	59	59	NC	10	5
Non-Economically Disadvantaged	58	2439	39837	100	100	100	473	461	457	2	3	4	15	15	14	67	68	67	17	14	15

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

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	65	2877	78906	100	100	99	518	510	498	0	6	13	12	14	19	53	58	48	36	22	20
All Students (Prior Year)	71	2572	76019	100	100	100	526	517	499	7	5	14	18	33	39	15	18	14	61	44	33
Female	35	1429	38644	100	100	99	526	511	500	0	4	12	3	14	19	66	60	49	31	22	19
Male	30	1450	40236	100	100	99	508	509	497	0	7	15	22	14	19	37	56	46	41	23	20
African American	--	97	4087	--	100	99	--	500	481	--	11	20	--	19	24	--	56	45	--	14	11
Hispanic	NC	402	31938	NC	99	99	NC	492	481	NC	10	19	NC	22	25	NC	56	46	NC	13	10
Asian/Pacific Islander	NC	84	1805	NC	100	98	NC	542	536	NC	3	5	NC	9	8	NC	43	45	NC	45	42
American Indian/Alaskan Native	--	26	4593	--	100	100	--	451	467	--	13	26	--	25	29	--	54	39	--	8	6
White	54	2268	36483	100	100	99	521	513	517	0	5	7	8	12	13	52	59	51	40	24	30
Students with Disabilities	NC	412	10664	NC	100	100	NC	442	430	NC	28	42	NC	27	27	NC	39	26	NC	6	5
Students without Disabilities	57	2467	68310	100	98	98	532	522	509	0	2	9	4	12	18	57	61	51	39	25	22
Limited English Proficient Students	NC	152	12573	NC	100	100	NC	411	454	NC	20	27	NC	29	30	NC	44	38	NC	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	235	38679	NC	90	96	NC	496	483	NC	8	20	NC	27	25	NC	51	45	NC	14	10
Non-Economically Disadvantaged	61	2644	40295	100	100	100	518	511	513	0	6	7	13	13	13	51	59	50	36	23	30

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	65	2878	78908	100	0	99	495	497	484	2	4	10	15	16	23	76	69	58	7	11	9
All Students (Prior Year)	71	2572	76020	100	100	100	509	510	503	13	14	25	15	21	23	49	50	40	23	15	12
Female	35	1429	38648	100	0	99	511	502	489	0	3	8	6	13	22	81	71	61	13	13	10
Male	30	1451	40233	100	0	99	478	492	479	4	5	12	26	19	25	70	67	55	0	9	8
African American	--	97	4092	--	0	99	--	486	473	--	4	12	--	29	28	--	58	54	--	10	5
Hispanic	NC	403	31940	NC	0	99	NC	478	465	NC	9	16	NC	25	32	NC	61	49	NC	4	3
Asian/Pacific Islander	NC	84	1805	NC	0	98	NC	513	507	NC	4	4	NC	9	13	NC	69	65	NC	18	18
American Indian/Alaskan Native	--	26	4569	--	0	100	--	444	457	--	8	18	--	29	39	--	54	41	--	8	2
White	54	2268	36502	100	0	99	499	501	502	2	3	4	8	14	14	81	71	67	8	12	15
Students with Disabilities	NC	412	10665	NC	0	100	NC	432	423	NC	17	30	NC	40	36	NC	39	31	NC	3	2
Students without Disabilities	57	2468	68312	100	0	98	512	508	493	0	2	7	8	12	21	84	74	62	8	13	10
Limited English Proficient Students	NC	152	12556	NC	0	100	NC	394	436	NC	19	24	NC	40	40	NC	39	35	NC	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	234	38662	NC	0	96	NC	484	468	NC	9	16	NC	26	32	NC	59	49	NC	5	3
Non-Economically Disadvantaged	61	2646	40315	100	0	100	496	498	498	2	4	5	15	15	15	76	69	66	7	12	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	65	2869	78750	100	100	99	511	514	500	0	3	6	27	23	29	73	70	63	0	4	2
All Students (Prior Year)	71	2565	75673	100	100	100	562	553	530	7	7	12	16	20	25	72	66	58	5	6	4
Female	35	1424	38586	100	100	99	541	530	515	0	2	4	19	14	22	81	78	71	0	6	3
Male	30	1447	40135	100	99	99	475	498	486	0	5	8	37	32	35	63	62	56	0	2	1
African American	--	96	4081	--	99	99	--	506	488	--	4	8	--	28	32	--	66	59	--	3	2
Hispanic	NC	402	31841	NC	99	99	NC	493	483	NC	8	8	NC	34	36	NC	55	55	NC	3	1
Asian/Pacific Islander	NC	84	1802	NC	100	98	NC	551	533	NC	0	2	NC	11	16	NC	78	75	NC	11	7
American Indian/Alaskan Native	--	26	4586	--	100	100	--	466	481	--	8	8	--	25	37	--	67	54	--	0	1
White	54	2261	36440	100	100	99	513	517	516	0	3	3	23	21	22	77	72	71	0	4	4
Students with Disabilities	NC	408	10622	NC	100	100	NC	432	415	NC	14	21	NC	47	50	NC	37	28	NC	2	1
Students without Disabilities	57	2463	68196	100	98	98	529	528	513	0	2	3	20	19	25	80	75	69	0	4	3
Limited English Proficient Students	NC	151	12504	NC	100	100	NC	401	451	NC	13	12	NC	46	44	NC	40	43	NC	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	234	38558	NC	90	96	NC	493	485	NC	7	8	NC	34	37	NC	58	54	NC	1	1
Non-Economically Disadvantaged	61	2637	40260	100	100	100	512	516	514	0	3	3	25	22	21	75	71	72	0	4	4

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

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	307	2785	78250	100	100	99	579	566	548	10	13	21	11	13	18	51	55	48	27	19	13
All Students (Prior Year)	275	2538	75001	100	100	99	494	482	468	15	24	37	43	43	36	24	19	16	18	14	10
Female	155	1375	38071	100	100	99	572	566	549	11	11	20	11	13	19	53	58	49	24	18	12
Male	152	1409	40126	99	100	99	585	566	547	9	14	23	11	13	17	49	53	46	30	21	14
African American	14	87	4058	100	99	99	559	547	523	17	24	32	25	19	22	50	47	41	8	10	5
Hispanic	23	343	29129	96	100	99	567	541	527	10	25	32	14	15	23	57	50	40	19	10	6
Asian/Pacific Islander	11	103	1747	100	100	100	589	586	589	9	6	9	9	10	9	36	54	50	45	30	32
American Indian/Alaskan Native	NC	20	4996	NC	100	100	NC	558	518	NC	12	36	NC	12	25	NC	65	36	NC	12	4
White	256	2232	38320	99	100	99	580	570	568	10	11	12	11	12	14	51	56	55	28	20	19
Students with Disabilities	34	402	9329	100	100	100	477	475	454	48	58	64	18	20	18	24	19	16	9	3	2
Students without Disabilities	273	2385	68996	99	99	99	592	582	561	5	5	16	11	12	18	54	61	52	30	22	14
Limited English Proficient Students	NC	100	10133	NC	100	100	NC	446	488	NC	38	45	NC	23	25	NC	33	28	NC	5	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	17	197	33388	89	85	94	549	545	530	36	22	32	7	22	22	43	48	40	14	8	5
Non-Economically Disadvantaged	290	2590	44937	100	100	100	580	568	561	9	12	13	12	12	15	51	56	54	28	20	18

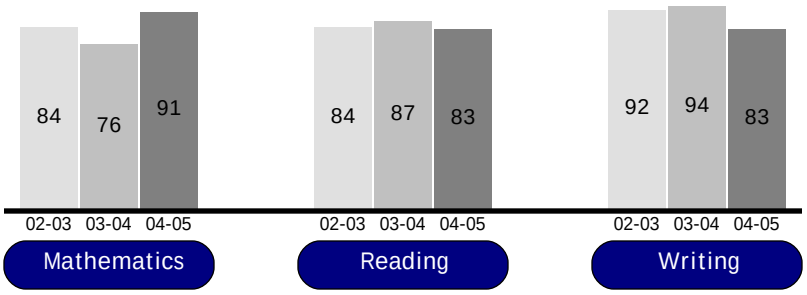
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	307	2792	78302	100	0	99	534	526	512	3	6	11	14	19	25	73	67	57	9	9	7
All Students (Prior Year)	275	2537	74918	100	100	99	514	509	497	17	21	32	20	20	19	44	40	35	19	19	15
Female	155	1377	38082	100	0	99	536	530	518	2	4	8	11	16	24	77	71	61	9	9	7
Male	152	1414	40166	99	0	99	532	523	507	4	7	14	17	21	26	70	63	54	9	8	6
African American	14	89	4064	100	0	100	517	514	498	8	12	14	25	27	29	67	55	54	0	5	3
Hispanic	23	343	29152	96	0	99	530	502	492	10	15	17	0	24	34	86	58	46	5	3	2
Asian/Pacific Islander	11	103	1746	100	0	100	541	534	542	9	6	5	0	10	13	91	73	66	0	11	16
American Indian/Alaskan Native	NC	20	4993	NC	0	100	NC	505	484	NC	6	19	NC	47	38	NC	41	42	NC	6	1
White	256	2237	38347	99	0	99	535	530	531	2	4	5	15	18	17	72	68	68	11	9	10
Students with Disabilities	34	407	9353	100	0	100	448	450	429	12	26	40	52	46	38	33	27	22	3	1	1
Students without Disabilities	273	2387	69024	99	0	99	545	539	524	2	3	7	9	14	23	79	74	62	10	10	7
Limited English Proficient Students	NC	100	10140	NC	0	100	NC	407	451	NC	27	28	NC	37	43	NC	34	29	NC	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	17	197	33398	89	0	94	513	509	495	7	12	18	29	29	35	64	55	46	0	4	2
Non-Economically Disadvantaged	290	2597	44979	100	0	100	535	527	525	3	6	6	13	18	18	74	68	66	10	9	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	308	2785	78094	100	100	99	573	560	545	1	2	3	10	14	18	85	81	77	4	3	2
All Students (Prior Year)	275	2525	74503	100	99	99	511	515	491	3	3	9	28	29	32	60	56	51	9	11	8
Female	155	1374	38025	100	100	99	581	572	558	1	1	2	4	9	13	90	86	82	5	3	2
Male	153	1410	40013	100	100	99	565	549	534	1	3	5	15	19	23	80	76	71	4	2	1
African American	14	88	4037	100	100	99	537	560	532	17	4	4	8	14	22	75	81	73	0	1	1
Hispanic	23	342	29068	96	100	99	567	527	523	0	5	5	14	24	27	81	70	67	5	1	1
Asian/Pacific Islander	11	103	1743	100	100	100	577	572	577	9	1	2	0	11	9	82	84	82	9	4	8
American Indian/Alaskan Native	NC	20	4981	NC	100	100	NC	550	526	NC	0	4	NC	12	25	NC	88	70	NC	0	0
White	257	2232	38265	100	100	99	575	564	564	0	2	2	10	13	11	86	83	84	5	3	3
Students with Disabilities	34	403	9275	100	100	100	476	466	444	3	11	14	39	42	46	58	47	39	0	0	1
Students without Disabilities	274	2384	68892	99	99	98	585	576	559	1	1	2	6	9	14	88	87	82	5	3	2
Limited English Proficient Students	NC	100	10084	NC	100	100	NC	418	474	NC	11	10	NC	41	39	NC	48	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	17	195	33296	89	84	94	537	540	527	7	4	5	14	21	27	79	72	67	0	3	0
Non-Economically Disadvantaged	291	2592	44871	100	100	100	574	561	559	1	2	2	9	13	12	85	82	84	5	3	3

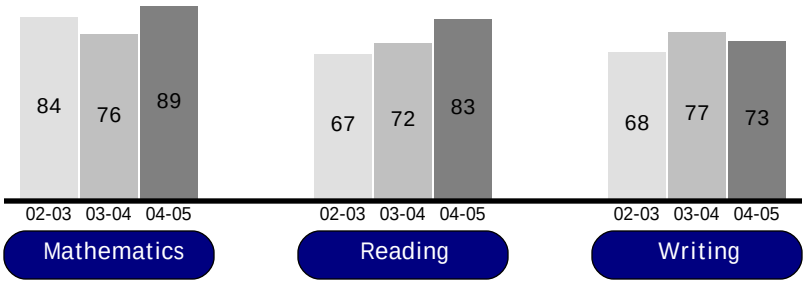
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

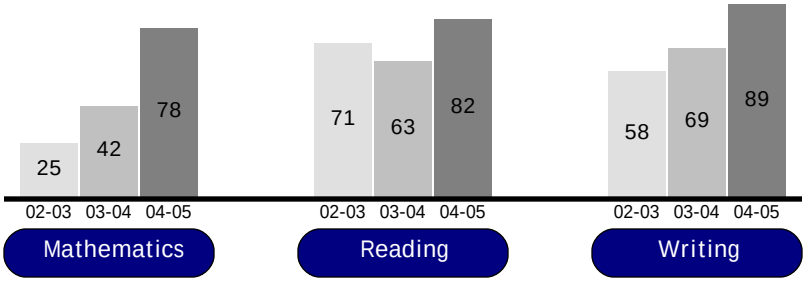
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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?	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 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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	69	63	50	95	69	NA	58	98	62	57	47
	Language	100	67	58	43	95	73	61	50	98	75	58	47
	Mathematics	99	80	70	57	95	75	72	64	98	71	62	50
3	Reading	100	66	61	47	99	72	NA	55	98	53	55	44
	Language	100	72	67	54	99	77	70	61	98	54	53	44
	Mathematics	100	69	66	54	99	76	69	61	100	66	60	51
4	Reading	97	77	66	52	96	84	NA	56	100	63	57	48
	Language	98	69	61	48	97	70	63	52	100	65	59	49
	Mathematics	100	86	73	57	97	85	74	61	100	68	63	53
5	Reading	100	69	62	50	100	74	NA	55	100	65	60	50
	Language	100	63	57	46	100	69	60	49	100	65	59	50
	Mathematics	100	86	73	57	100	85	75	63	100	61	58	49
6	Reading	98	70	66	53	98	78	NA	56	100	62	61	51
	Language	98	61	60	45	98	72	60	48	100	60	58	47
	Mathematics	95	84	79	62	98	91	79	66	100	69	66	52
7	Reading	98	69	62	51	99	69	NA	54	98	64	59	50
	Language	98	73	66	54	99	74	69	58	98	66	61	52
	Mathematics	98	74	71	58	99	78	76	62	98	63	60	50
8	Reading	98	67	64	53	99	68	NA	55	99	64	58	51
	Language	98	67	63	49	99	65	61	52	99	63	57	50
	Mathematics	98	74	72	58	99	74	70	61	99	66	62	53

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	Council Duties
2 School Administrator(s)	ü Campus Improvement Team Budget
1 Non-certified Employee(s)	ü School Safety
3 Teacher(s)	ü Campus Improvement Plan
3 Parent(s)	ü Test Analysis
1 Community Member(s)	ü Leadership Teams
0 Student(s)	

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	66.00
Other Professional Staff	5.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	1	0	0
4 to 6 years	12	1	0	0
7 to 9 years	2	5	0	0
10 or more years	6	19	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	281
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- ü Media Center
- ü Technology Lab
- ü 2 Computer Labs
- ü Media Studio

Extracurricular Activities

- ü National Junior Honor Society
- ü School Yearbook
- ü Student Peer Mediation Program
- ü Technology Club
- ü Student Mentoring
- ü Homework Club
- ü Middle School Sports

Social Services

- ü PTA
- ü Breakfast/Lunch Programs
- ü YMCA Sports Programs
- ü Volunteer Program
- ü Counseling

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 7th grade band was awarded superior and 8th grade band was awarded superior with distinction in competition.
- Students collected 1681 toys plus $150 for the 'Toys for Tots' program. Students donated over 2000 pounds of food for the Westside Food Bank.
- A 7th grade science teacher, received the Silver Apple award.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	96	95	94	95
Transfers Out Rate [5]	8	12	12	17
Transfers In Rate [6]	12	28	28	37
Stability Rate [7]	91	87	87	82
Promotion Rate [8]	98	96	95	81
Retention Rate [9]	0	1	1	3
Dropout Rate [10]	0	0	1	6
Status Unknown [11]	0	0	1	4
Graduation Rate [12]	NA	NA	NA	79

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

A Safe Schools Workbook was implemented for the staff. Staff was trained in the area of safe school/crisis intervention. Fire drills, lockdown drills, and crisis drills are performed randomly during school hours to ensure knowledge of procedures in emergency situations.

Total number of incidents that occurred on the school grounds for school year 2004-05 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.

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

Contacts

	Name	Phone Number
School Site Council	Highland Lakes School	(623) 376-4300
Transportation Policy	Tamara Teague	(602) 467-5096
Community Resources	Dana Acosta	(623) 376-4305
School Nutrition Programs	Patsy Favela	(623) 376-4314
Parent Organization	Sandra Van Dusen	(623) 376-2981
Student Health/Nurse	Gina Tortorella	(623) 376-4310

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

12 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.