



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

9410 E. McKellips Road, Mesa, AZ 85207

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	Not Evaluated
2002-03	New School
2001-02	N/A

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

School Overview

Principal/Administrator : Mr. Mike Oliver
 Schedule : 7:15 AM to 3:15 PM
 Grades : K-6
 2004 Enrollment : 705
 Web Address : www.mpsaz.org/zaharis
 Phone Number : (480) 308-7200
 Fax Number : (480) 308-7255
 E-mail : maoliver@mpsaz.org

Mission

Children are the most important and valued educators in school. A teacher's role is to teach students how to evaluate, ask critical questions, explore, observe, and create. Education is a process of living and not a preparation for future living.

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 / Academic Goals

- ü All students will write every day with an authentic purpose. Each child will build a foundation of writing skills while developing fluency, confidence and the desire to write. All children will see themselves as writers.
- ü All students will participate in daily silent and oral reading activities to promote reading achievement and enjoyment. Students will respond to literature with greater depth and breadth, using higher-level thinking skills.

Enrollment

October 1, 2003 School Year Student Enrollment : 618
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 145

Instructional Programs

- Ü Literature-Based Language Arts Inst.
- Ü Special Education Programs
- Ü Technology-Based Learning
- Ü Writing Workshop

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

The staff at Zaharis Elementary School provides a safe learning environment that promotes academic success and positive self-esteem for students. High expectations for discipline, self-worth and cultural respect are woven into all school activities.

Parents

Zaharis School parents help their children arrive at school ready to learn and are actively involved in our school community. Parents are the child's primary teachers and instill high standards for success and demonstrate respect for all people.

Transportation Policy

Students who reside at least one and one-half miles from the school are provided with bus service to Zaharis School in accordance with district policy. Students on an open enrollment boundary exception must have their own transportation to school.

School Honors

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

Award/Honor	Year
Ü Student Services Special Education Teacher Award	2003
Ü Mesa Tribune Top 10 People to Watch	2003
Ü Rodel Teaching Award Finalist	2003

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	90	5651	75509	97	98	100	545	532	521	6	9	13	10	19	23	43	33	33	42	39	31
All Students (Prior Year)	67	5599	75372	99	98	100	532	536	523	2	5	9	18	18	25	47	38	36	33	39	30
Female	46	2784	37013	94	98	100	555	534	522	2	9	12	9	19	24	41	34	33	48	39	31
Male	44	2859	38430	100	98	99	533	531	521	10	10	14	10	19	22	45	32	33	35	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	NC	1862	30486	NC	99	99	NC	515	505	NC	13	18	NC	25	29	NC	35	32	NC	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	--	212	4075	--	98	100	--	504	486	--	19	28	--	28	34	--	31	26	--	23	12
White	74	3216	35192	96	98	99	548	544	534	4	6	8	10	15	19	43	32	35	43	46	39
Students with Disabilities	NC	599	9708	NC	100	100	NC	484	489	NC	35	32	NC	28	27	NC	21	24	NC	15	17
Students without Disabilities	81	5052	65801	98	98	98	545	537	525	6	7	11	10	18	23	41	34	34	43	41	33
Limited English Proficient Students	NC	1053	16928	NC	100	100	NC	506	485	NC	17	29	NC	27	33	NC	33	26	NC	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	24	2909	36411				525	514	503	15	14	19	15	24	29	40	34	32	30	27	20
Non-Economically Disadvantaged	66	2742	39040				551	550	534	3	5	8	8	14	19	44	32	34	45	50	39

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	91	5641	75492	98	98	100	526	522	519	5	11	12	12	14	16	56	48	47	27	27	24
All Students (Prior Year)	67	5584	75221	99	98	100	526	528	523	5	5	8	8	12	16	70	59	56	18	23	21
Female	47	2785	37014	96	98	100	533	526	523	0	9	10	13	13	15	51	49	48	36	29	27
Male	44	2850	38400	100	98	99	519	518	516	10	13	14	10	16	17	63	48	47	18	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	NC	1851	30438	NC	98	99	NC	509	508	NC	17	17	NC	20	21	NC	49	47	NC	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	--	212	4081	--	98	100	--	505	498	--	20	25	--	22	26	--	45	40	--	13	8
White	75	3215	35177	97	98	99	528	530	528	4	7	8	11	11	13	54	48	49	31	34	31
Students with Disabilities	NC	589	9707	NC	98	100	NC	487	495	NC	43	33	NC	18	21	NC	30	33	NC	9	13
Students without Disabilities	82	5052	65785	99	98	98	527	525	522	5	7	10	11	14	16	55	50	49	29	28	26
Limited English Proficient Students	NC	1047	16905	NC	100	100	NC	499	489	NC	25	34	NC	24	28	NC	40	32	NC	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	24	2904	36302				517	510	507	10	16	18	15	19	21	55	49	46	20	15	14
Non-Economically Disadvantaged	67	2737	39164				529	534	528	3	5	8	11	10	13	57	48	48	29	37	31

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	5611	75053	95	98	99	623	578	597	2	10	7	12	14	12	72	68	72	13	7	9
All Students (Prior Year)	65	5503	73654	96	97	99	532	530	530	6	7	9	9	12	13	78	77	70	6	5	7
Female	45	2774	36872	92	98	99	653	604	621	0	6	5	7	11	9	79	73	74	14	10	12
Male	43	2831	38109	98	97	99	590	552	573	5	14	10	18	17	14	64	64	69	13	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	NC	1847	30235	NC	98	98	NC	541	575	NC	14	9	NC	17	14	NC	66	70	NC	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	--	210	4044	--	97	99	--	548	550	--	15	13	--	16	17	--	65	66	--	3	4
White	72	3193	35028	94	97	99	637	599	613	1	8	6	12	12	10	71	70	73	16	10	11
Students with Disabilities	NC	588	9625	NC	98	100	NC	489	530	NC	33	21	NC	23	21	NC	42	55	NC	2	4
Students without Disabilities	79	5023	65428	95	98	98	624	587	604	3	8	6	13	13	11	70	71	73	14	8	10
Limited English Proficient Students	NC	1044	16765	NC	100	100	NC	524	525	NC	16	17	NC	20	20	NC	63	60	NC	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	24	2890	36077				556	542	566	5	14	10	25	17	16	70	65	69	0	3	5
Non-Economically Disadvantaged	64	2721	38950				645	613	618	2	6	5	8	11	9	73	71	73	18	12	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	5809	76019	100	99	100	506	514	499	3	9	14	44	34	39	20	13	14	33	44	33
All Students (Prior Year)	62	5726	76230	98	98	100	511	517	498	7	6	12	31	31	38	13	13	12	49	50	37
Female	31	2821	37207	100	99	100	495	514	499	3	8	12	55	35	41	19	13	14	23	44	33
Male	34	2979	38677	100	99	100	517	515	498	3	11	15	33	32	38	20	13	13	43	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	NC	1790	29458	NC	99	100	NC	490	480	NC	15	20	NC	48	48	NC	11	12	NC	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	--	263	4735	--	100	100	--	476	466	--	27	28	--	41	49	--	11	10	--	21	13
White	56	3386	35880	100	98	100	505	529	515	4	5	7	43	26	32	23	14	16	30	55	45
Students with Disabilities	NC	619	9786	NC	100	100	NC	460	457	NC	40	39	NC	39	40	NC	7	7	NC	14	13
Students without Disabilities	59	5190	66233	100	98	99	506	519	503	2	6	11	46	33	39	20	14	14	32	47	35
Limited English Proficient Students	--	972	15206	--	100	100	--	477	459	--	20	31	--	53	53	--	10	7	--	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	10	2753	35714				482	493	480	0	15	20	71	44	47	29	12	12	0	29	20
Non-Economically Disadvantaged	55	3056	40266				509	531	513	4	5	9	41	25	33	19	14	15	37	56	43

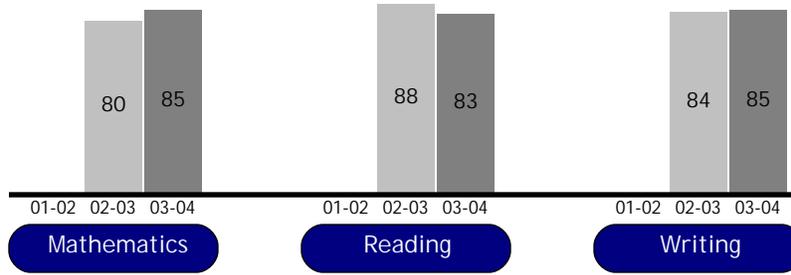
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	5803	76020	100	99	100	512	507	503	8	20	25	20	22	23	59	43	40	13	16	12
All Students (Prior Year)	62	5721	76202	98	98	100	508	510	505	12	11	19	23	21	24	55	53	46	10	14	11
Female	31	2820	37213	100	99	100	508	508	504	10	17	22	23	21	23	65	46	42	3	16	13
Male	34	2973	38666	100	99	100	516	505	501	7	22	29	17	22	22	53	41	38	23	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	NC	1784	29442	NC	99	99	NC	496	494	NC	33	37	NC	26	26	NC	34	31	NC	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	--	263	4735	--	100	100	--	491	489	--	46	48	--	25	25	--	25	24	--	4	3
White	56	3386	35890	100	98	100	509	513	511	8	12	15	19	19	20	62	48	48	11	21	18
Students with Disabilities	NC	617	9784	NC	100	100	NC	487	485	NC	57	58	NC	18	19	NC	19	19	NC	6	4
Students without Disabilities	59	5186	66236	100	98	99	510	509	504	7	16	23	20	22	23	61	45	42	12	17	13
Limited English Proficient Students	--	967	15198	--	100	100	--	490	483	--	43	59	--	28	25	--	25	14	--	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	10	2745	35703				497	497	494	29	31	37	14	26	26	57	36	31	0	8	6
Non-Economically Disadvantaged	55	3058	40274				514	514	509	6	11	17	20	18	20	59	49	47	15	21	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	64	5771	75673	98	98	100	555	530	530	15	15	12	12	25	25	63	56	58	10	5	4
All Students (Prior Year)	62	5622	74692	98	96	99	516	510	502	12	12	18	20	26	27	58	53	47	10	9	8
Female	31	2805	37099	100	98	100	547	549	548	16	10	8	16	22	22	58	62	64	10	6	6
Male	33	2956	38441	97	98	99	563	511	513	14	19	16	7	27	29	69	50	52	10	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	NC	1776	29305	NC	99	99	NC	495	507	NC	21	16	NC	33	31	NC	44	51	NC	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	--	261	4707	--	99	100	--	486	492	--	23	19	--	33	33	--	43	46	--	1	1
White	55	3366	35760	98	98	99	553	549	550	13	11	9	13	20	21	65	62	64	8	7	6
Students with Disabilities	NC	605	9706	NC	100	100	NC	444	462	NC	48	36	NC	24	32	NC	25	31	NC	2	1
Students without Disabilities	59	5166	65967	100	98	99	554	537	536	15	12	10	12	25	25	63	59	60	10	5	5
Limited English Proficient Students	--	961	15115	--	100	100	--	475	471	--	28	26	--	38	38	--	34	35	--	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	10	2731	35541				561	500	504	14	20	17	14	31	31	57	47	50	14	2	2
Non-Economically Disadvantaged	54	3040	40091				554	553	550	15	10	9	11	19	21	64	63	64	9	7	6

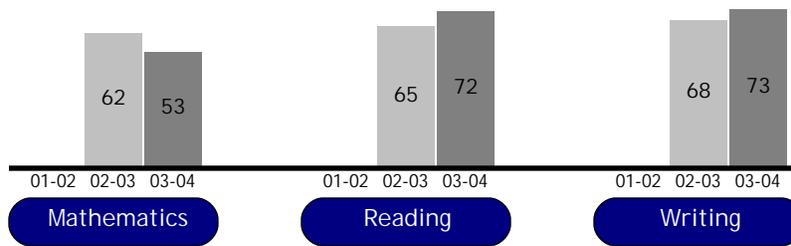
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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 2003-04

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
2	Reading	--	--	51	44	96	71	61	50	93	74	NA	58
	Language	--	--	42	39	97	71	49	43	95	73	53	50
	Mathematics	--	--	57	52	99	65	67	57	94	77	71	64
3	Reading	--	--	50	43	98	65	57	47	100	65	NA	55
	Language	--	--	53	50	100	70	61	54	98	70	63	61
	Mathematics	--	--	55	50	100	72	64	54	100	74	66	61
4	Reading	--	--	51	47	94	69	62	52	98	62	NA	56
	Language	--	--	47	45	94	60	54	48	98	57	55	52
	Mathematics	--	--	59	52	100	71	68	57	98	68	68	61
5	Reading	--	--	51	46	97	70	59	50	100	74	NA	55
	Language	--	--	45	43	95	63	53	46	97	60	55	49
	Mathematics	--	--	63	54	98	72	68	57	100	72	71	63
6	Reading	--	--	56	49	96	68	62	53	97	70	NA	56
	Language	--	--	47	42	98	49	53	45	92	56	55	48
	Mathematics	--	--	71	58	98	76	75	62	94	79	76	66

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)
- 7 Teacher(s)
- 7 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Mission/Philosophy
- Ü Student Achievement
- Ü School Safety Issues
- Ü Attendance/School Growth
- Ü Enrichment/Cultural Events
- Ü Community Involvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	31.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	3	4	0	0
7 to 9 years	2	3	0	0
10 or more years	2	8	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 33
 Core academic classes taught by Highly Qualified (NCLB) teachers. 93
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü Observatory
- Ü Multimedia Library

Extracurricular Activities

- Ü Student Council
- Ü After School Sports
- Ü Curriculum-Based Field Trips
- Ü Chess Club
- Ü Bedtime Stories Night
- Ü Pom and Cheer
- Ü Band/Orchestra
- Ü Chorus

Social Services

- Ü Kids Corner After School Program
- Ü Community Library Program
- Ü School Improvement Advisory Council
- Ü Parent University Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Students at Zaharis School read with great purpose and pleasure during the 2003-04 school year. Students responded to literature with greater depth and breadth, using higher-level thinking skills.
- ü Students at Zaharis integrated technology with traditional learning activities across the curriculum. They developed problem-solving strategies that helped build their confidence and self-esteem, enabling them to better manage their choices.
- ü Through the writing workshop framework Zaharis students emerged as writers, interpreting the world around them through authentic writing experience.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	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)	4	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	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 2-3	49	72
Grades 3-4	63	60
Grades 4-5	68	66
Grades 5-6	66	80

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

Zaharis staff provides for a safe and healthy learning environment for students. Positive standards for behavior have been established. Safety rules and procedures are taught and reinforced. Monthly safety drills are conducted.

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	Michael A. Oliver	(480) 308-7200
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources	Dr. Doug Barnard	(480) 472-7253
School Nutrition Programs	Loretta Zullo	(480) 472-0910
Parent Organization	Betsy Allard	(480) 308-7200
Student Health/Nurse	Jodi Christensen	(480) 308-7200

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 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.