



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2626 N 24th Street, Mesa, AZ 85213

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>

Elementary Achievement Profile (a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Improving

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

School Overview

Principal/Administrator : Mrs. Julie A. Hibbard
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-6
2004 Enrollment : 747
Web Address : www.mpsaz.org
Phone Number : (480) 472-7550
Fax Number : (480) 472-7549
E-mail : jahibbar@mpsaz.org

Mission

At Hermosa Vista, our entire community of administration, faculty and parents is committed to student success. Our motto for all is: Be the best that you can be. We emphasize quality and respect as an integral component of our instructional mission.

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

- U Increase student achievement by focusing on the state standards and district curriculum, utilizing effective instructional methods, and implementing a comprehensive assessment program.
U Increase student achievement through providing a safe and orderly learning environment and having high expectations for all students.

Enrollment

October 1, 2003 School Year Student Enrollment : 726
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 35

Instructional Programs

- ü Reading/Integrated Literature Skill
- ü Written Communication
- ü Math Computing/Problem Solving
- ü Social Studies/Science
- ü On-site Gifted Education
- ü On-site Special Education
- ü Computer Lab Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Provide relevant and motivating instruction. Provide for individual differences. Promote quality work and give positive encouragement. Treat people with courtesy and respect. Communicate regularly with parents. Be positive role models for all children. Provide a safe environment for all. Assure that high standards for academic performance and behavior exist.

Parents

Recognize that your child's education is a team effort between school and home. Monitor homework and assignments and send students to school on time with all necessary materials. Involve children in reading activities on a daily basis. Be actively involved in child's education and participate in school activities. Model a positive attitude toward school and teach respect. Accept responsibility and become part of the solution.

Transportation Policy

Busing is provided for all students who live more than one mile from the school to which they are assigned. Transportation is not provided for open enrollment students. Specialized transportation for special ed. students is addressed in the IEP.

School Honors

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

Award/Honor	Year
ü Top 10%--District Reading/Math	2003
ü 6th Place AATM Math Challenge	2002
ü 2nd Place Battle of the Books---City Finals	2002
ü District Spelling Bee Champion	2004

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	104	5651	75509	97	98	100	567	532	521	2	9	13	12	19	23	23	33	33	63	39	31
All Students (Prior Year)	115	5599	75372	97	98	100	546	536	523	3	5	9	12	18	25	37	38	36	48	39	30
Female	45	2784	37013	96	98	100	572	534	522	0	9	12	7	19	24	27	34	33	67	39	31
Male	59	2859	38430	98	98	99	563	531	521	3	10	14	16	19	22	21	32	33	60	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	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	85	3216	35192	97	98	99	574	544	534	1	6	8	8	15	19	21	32	35	69	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	97	5052	65801	100	98	98	568	537	525	1	7	11	11	18	23	24	34	34	64	41	33
Limited English Proficient Students	--	1053	16928	--	100	100	--	506	485	--	17	29	--	27	33	--	33	26	--	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	15	2909	36411				505	514	503	7	14	19	43	24	29	21	34	32	29	27	20
Non-Economically Disadvantaged	89	2742	39040				577	550	534	1	5	8	7	14	19	24	32	34	69	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	104	5641	75492	97	98	100	541	522	519	2	11	12	8	14	16	50	48	47	41	27	24
All Students (Prior Year)	113	5584	75221	96	98	100	535	528	523	4	5	8	8	12	16	62	59	56	26	23	21
Female	45	2785	37014	96	98	100	552	526	523	0	9	10	4	13	15	49	49	48	47	29	27
Male	59	2850	38400	98	98	99	533	518	516	3	13	14	10	16	17	50	48	47	36	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	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	85	3215	35177	97	98	99	546	530	528	0	7	8	6	11	13	51	48	49	44	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	97	5052	65785	100	98	98	542	525	522	1	7	10	8	14	16	51	50	49	40	28	26
Limited English Proficient Students	--	1047	16905	--	100	100	--	499	489	--	25	34	--	24	28	--	40	32	--	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	15	2904	36302				511	510	507	7	16	18	29	19	21	43	49	46	21	15	14
Non-Economically Disadvantaged	89	2737	39164				546	534	528	1	5	8	4	10	13	51	48	48	44	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	103	5611	75053	96	98	99	651	578	597	0	10	7	7	14	12	78	68	72	15	7	9
All Students (Prior Year)	113	5503	73654	96	97	99	537	530	530	5	7	9	8	12	13	85	77	70	3	5	7
Female	45	2774	36872	96	98	99	697	604	621	0	6	5	0	11	9	76	73	74	24	10	12
Male	58	2831	38109	97	97	99	615	552	573	0	14	10	12	17	14	81	64	69	7	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	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	84	3193	35028	95	97	99	660	599	613	0	8	6	6	12	10	77	70	73	17	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	96	5023	65428	99	98	98	656	587	604	0	8	6	6	13	11	78	71	73	16	8	10
Limited English Proficient Students	--	1044	16765	--	100	100	--	524	525	--	16	17	--	20	20	--	63	60	--	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	14	2890	36077				585	542	566	0	14	10	15	17	16	77	65	69	8	3	5
Non-Economically Disadvantaged	89	2721	38950				660	613	618	0	6	5	6	11	9	79	71	73	16	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	134	5809	76019	99	99	100	546	514	499	4	9	14	19	34	39	11	13	14	65	44	33
All Students (Prior Year)	105	5726	76230	96	98	100	552	517	498	1	6	12	12	31	38	12	13	12	76	50	37
Female	69	2821	37207	97	99	100	551	514	499	3	8	12	17	35	41	12	13	14	68	44	33
Male	64	2979	38677	98	99	100	542	515	498	6	11	15	20	32	38	11	13	13	63	45	34
African American	--	224	3817	--	98	100	--	489	475	--	14	23	--	49	47	--	9	11	--	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	--	137	1673	--	100	99	--	533	531	--	5	4	--	31	29	--	12	14	--	52	53
American Indian/Alaskan Native	11	263	4735	92	100	100	471	476	466	36	27	28	36	41	49	0	11	10	27	21	13
White	116	3386	35880	99	98	100	553	529	515	2	5	7	16	26	32	12	14	16	70	55	45
Students with Disabilities	13	619	9786	100	100	100	465	460	457	31	40	39	54	39	40	8	7	7	8	14	13
Students without Disabilities	121	5190	66233	98	98	99	555	519	503	2	6	11	16	33	39	12	14	14	71	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	12	2753	35714				466	493	480	33	15	20	42	44	47	0	12	12	25	29	20
Non-Economically Disadvantaged	122	3056	40266				554	531	513	2	5	9	17	25	33	12	14	15	69	56	43

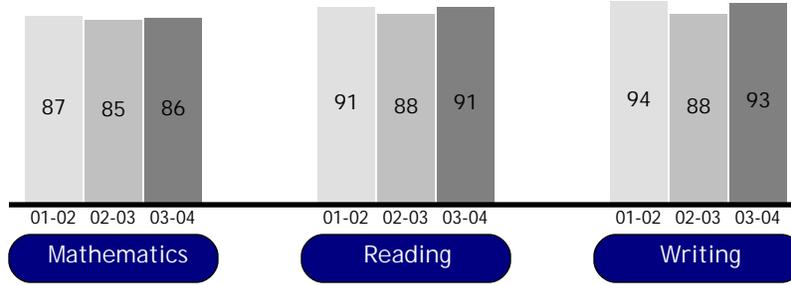
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	5803	76020	99	99	100	518	507	503	12	20	25	17	22	23	46	43	40	25	16	12
All Students (Prior Year)	107	5721	76202	98	98	100	523	510	505	9	11	19	12	21	24	48	53	46	31	14	11
Female	70	2820	37213	99	99	100	520	508	504	9	17	22	16	21	23	51	46	42	24	16	13
Male	64	2973	38666	98	99	100	517	505	501	14	22	29	19	22	22	41	41	38	27	16	12
African American	--	224	3819	--	98	100	--	499	494	--	28	37	--	27	26	--	36	31	--	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	--	137	1672	--	100	99	--	518	513	--	9	12	--	20	19	--	50	49	--	20	20
American Indian/Alaskan Native	12	263	4735	100	100	100	491	491	489	42	46	48	33	25	25	25	25	24	0	4	3
White	116	3386	35890	99	98	100	522	513	511	9	12	15	14	19	20	49	48	48	28	21	18
Students with Disabilities	13	617	9784	100	100	100	505	487	485	54	57	58	23	18	19	15	19	19	8	6	4
Students without Disabilities	122	5186	66236	99	98	99	520	509	504	7	16	23	16	22	23	49	45	42	27	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	12	2745	35703				489	497	494	50	31	37	25	26	26	25	36	31	0	8	6
Non-Economically Disadvantaged	123	3058	40274				521	514	509	8	11	17	16	18	20	48	49	47	28	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	135	5771	75673	99	98	100	557	530	530	11	15	12	17	25	25	62	56	58	10	5	4
All Students (Prior Year)	106	5622	74692	97	96	99	522	510	502	9	12	18	17	26	27	59	53	47	15	9	8
Female	70	2805	37099	99	98	100	582	549	548	9	10	8	14	22	22	63	62	64	14	6	6
Male	64	2956	38441	98	98	99	532	511	513	13	19	16	20	27	29	63	50	52	5	3	3
African American	--	224	3791	--	98	99	--	509	506	--	20	18	--	24	29	--	55	50	--	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	--	135	1665	--	100	99	--	561	573	--	7	6	--	16	16	--	68	67	--	9	10
American Indian/Alaskan Native	12	261	4707	100	99	100	477	486	492	33	23	19	33	33	33	33	43	46	0	1	1
White	116	3366	35760	99	98	99	566	549	550	9	11	9	16	20	21	65	62	64	11	7	6
Students with Disabilities	13	605	9706	100	100	100	456	444	462	46	48	36	15	24	32	38	25	31	0	2	1
Students without Disabilities	122	5166	65967	99	98	99	568	537	536	7	12	10	17	25	25	65	59	60	11	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	12	2731	35541				500	500	504	33	20	17	25	31	31	42	47	50	0	2	2
Non-Economically Disadvantaged	123	3040	40091				563	553	550	9	10	9	16	19	21	64	63	64	11	7	6

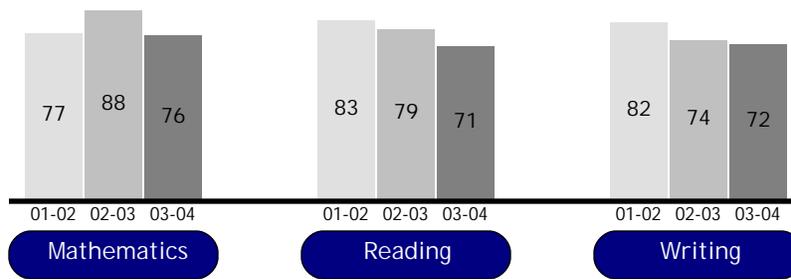
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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](http://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	93	60	51	44	96	79	61	50	94	75	NA	58
	Language	97	54	42	39	98	69	49	43	93	73	53	50
	Mathematics	97	71	57	52	99	84	67	57	94	85	71	64
3	Reading	100	67	50	43	96	72	57	47	94	81	NA	55
	Language	100	73	53	50	96	74	61	54	95	83	63	61
	Mathematics	100	72	55	50	97	78	64	54	95	84	66	61
4	Reading	100	70	51	47	96	79	62	52	96	77	NA	56
	Language	99	70	47	45	98	71	54	48	98	70	55	52
	Mathematics	100	80	59	52	96	87	68	57	97	84	68	61
5	Reading	100	64	51	46	94	76	59	50	96	76	NA	55
	Language	100	55	45	43	96	69	53	46	98	70	55	49
	Mathematics	99	81	63	54	94	89	68	57	96	87	71	63
6	Reading	100	74	56	49	95	79	62	53	96	78	NA	56
	Language	100	65	47	42	93	71	53	45	99	70	55	48
	Mathematics	100	86	71	58	96	88	75	62	98	90	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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Review School Goals
- Ü Review Student Handbook
- Ü Student Safety & Discipline
- Ü Customer Satisfaction
- Ü Issues Under Policy
- Ü Quality and Respect

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	35.50
Other Professional Staff	1.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	2	2	0	0
7 to 9 years	2	2	0	0
10 or more years	6	20	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. 66  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Resource Computer Station/Media Center
- Ü Multipurpose Room with Stage

Extracurricular Activities

- Ü Student Council
- Ü Parks & Recreation Sports
- Ü YMCA Sports
- Ü Community Education Classes

Social Services

- Ü Lunch Program
- Ü Community Education
- Ü Parks & Recreation
- Ü YMCA

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü In a district of 57 schools, we have placed in the top ten schools for math and reading for the past eight years.

ü Students demonstrated academic improvement at all grade levels based on district and state tests.

Student Activity Rates for School Year 2003-04

	% School	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
Transfers In <sup>7</sup> (Out of District)	3	10	9	9
Promotion Rate <sup>8</sup>	100	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	73	67
Grades 3-4	85	91
Grades 4-5	62	79
Grades 5-6	78	84

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

Our school community shows respect for all participants in the educational setting. Care is taken to identify all persons not on staff and visitor badges are required. Students are signed-in/out by approved adults. We have an Emergency Plan in place.

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	Julie A. Hibbard	(480) 472-7550
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Julie A. Hibbard	(480) 472-7550
School Nutrition Programs	Carol Taylor	(480) 472-0900
Parent Organization	Cheryl Chapman	(480) 644-1757
Student Health/Nurse	Michelle Lupien	(480) 472-2750

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).

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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.