ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Hermosa Vista Elementary School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2626 N 24th Street, Mesa, AZ 85213

Mesa Unified District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2004-05	Excelling
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 :	Mrs. Julie A. Hibbard
Schedule :	07:30 AM to 04:00 PM
Grades :	Pre-K-6
2005 Enrollment :	733
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.

School / Academic Goals

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

Enrollment

October 1, 2004 School Year Student Enrollment : 787

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

Number of Students Attending Under Open Enrollment in 2004-05 : 48

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

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2005
Last Day of School :	5/25/2006

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 responsiblity 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
Top 10%--District Reading/Math	2005
1st Gr.--Highest Reading/Math Scores in the District	2005
District Spelling Bee Champion--2 years in a row!	2005
Battle of the Books--2nd place City Finals	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	110	5983	79306	100	99	99	480	454	445	3	6	10	8	15	18	41	53	51	48	26	20
All Students (Prior Year)	104	5651	75509	97	98	100	567	532	521	2	9	13	12	19	23	23	33	33	63	39	31
Female	53	2922	38691	100	99	99	471	454	446	2	5	10	8	16	18	40	53	52	50	25	20
Male	57	3060	40583	100	99	99	488	455	445	4	7	11	7	14	18	43	52	50	46	27	21
African American	NC	269	4041	NC	100	99	NC	429	426	NC	12	17	NC	19	23	NC	57	50	NC	12	10
Hispanic	NC	2187	32869	NC	100	99	NC	437	429	NC	9	15	NC	21	25	NC	58	51	NC	12	10
Asian/Pacific Islander	NC	150	1935	NC	99	99	NC	468	474	NC	5	3	NC	9	9	NC	48	48	NC	37	40
American Indian/Alaskan Native	10	221	4264	100	98	100	425	437	419	20	9	19	30	27	30	40	54	45	10	10	6
White	92	3156	36197	100	99	99	500	468	463	0	4	5	2	10	11	43	49	53	55	37	31
Students with Disabilities	13	685	10321	100	100	100	352	377	389	25	25	30	33	29	27	42	37	34	0	9	9
Students without Disabilities	97	5298	69060	100	99	98	497	464	454	0	4	7	4	13	17	41	55	54	54	28	22
Limited English Proficient Students	NC	703	15509	NC	100	100	NC	391	406	NC	17	20	NC	28	30	NC	49	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	15	3051	39415	94	97	96	430	442	431	15	9	15	38	21	25	31	56	50	15	14	10
Non-Economically Disadvantaged	95	2932	39966	100	100	100	487	466	459	1	4	6	3	9	12	43	50	52	53	38	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	110	5986	79395	100	0	99	477	454	446	4	6	9	3	21	25	64	60	55	29	13	11
All Students (Prior Year)	104	5641	75492	97	98	100	541	522	519	2	11	12	8	14	16	50	48	47	41	27	24
Female	53	2926	38743	100	0	100	476	458	451	2	5	7	2	20	24	60	61	57	35	15	12
Male	57	3059	40618	100	0	99	477	450	440	5	7	11	4	23	27	68	58	53	23	12	9
African American	NC	269	4052	NC	0	100	NC	434	434	NC	9	11	NC	24	29	NC	60	54	NC	6	6
Hispanic	NC	2189	32915	NC	0	99	NC	433	426	NC	10	15	NC	32	35	NC	53	47	NC	5	4
Asian/Pacific Islander	NC	150	1936	NC	0	99	NC	469	468	NC	2	3	NC	15	14	NC	58	63	NC	25	19
American Indian/Alaskan Native	10	220	4271	100	0	100	420	437	420	20	8	15	20	33	42	60	56	41	0	3	2
White	92	3158	36221	100	0	99	497	469	465	0	3	4	0	14	15	67	64	63	33	20	17
Students with Disabilities	13	684	10331	100	0	100	348	375	388	33	21	25	8	40	37	50	34	34	8	5	4
Students without Disabilities	97	5302	69139	100	0	99	493	464	454	0	4	7	2	19	24	66	63	58	32	15	11
Limited English Proficient Students	NC	703	15545	NC	0	100	NC	382	399	NC	18	21	NC	43	42	NC	36	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	15	3052	39484	94	0	96	424	440	429	23	9	14	15	30	35	62	55	47	0	6	4
Non-Economically Disadvantaged	95	2934	39986	100	0	100	484	466	461	1	2	4	1	13	16	65	64	63	33	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	110	5935	78869	100	98	99	472	442	442	2	6	6	11	21	21	67	62	63	20	12	10
All Students (Prior Year)	103	5611	75053	96	98	99	651	578	597	0	10	7	7	14	12	78	68	72	15	7	9
Female	53	2903	38536	100	99	99	480	458	458	2	4	4	2	14	15	67	65	67	29	16	14
Male	57	3031	40302	100	98	99	465	425	428	2	8	8	18	26	26	68	58	60	13	8	7
African American	NC	267	4015	NC	100	99	NC	426	430	NC	6	8	NC	25	24	NC	61	61	NC	7	7
Hispanic	NC	2160	32606	NC	98	98	NC	419	426	NC	9	8	NC	29	27	NC	57	60	NC	5	5
Asian/Pacific Islander	NC	150	1925	NC	99	99	NC	455	471	NC	5	3	NC	15	11	NC	59	64	NC	21	22
American Indian/Alaskan Native	10	216	4245	100	96	100	420	426	423	0	8	9	50	30	26	50	55	61	0	8	4
White	92	3142	36078	100	98	99	491	457	459	0	4	4	6	15	16	70	65	66	24	16	14
Students with Disabilities	13	676	10246	100	100	100	346	347	367	17	18	18	33	40	39	42	37	40	8	5	4
Students without Disabilities	97	5259	68697	100	98	98	488	454	454	0	4	4	8	18	18	71	65	67	22	13	11
Limited English Proficient Students	NC	687	15339	NC	100	100	NC	366	399	NC	15	11	NC	35	31	NC	48	54	NC	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	15	3015	39106	94	96	95	444	426	427	8	8	8	23	28	28	62	59	59	8	5	5
Non-Economically Disadvantaged	95	2920	39837	100	100	100	476	457	457	1	4	4	9	13	14	68	64	67	22	19	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	118	5594	78906	100	99	99	534	509	498	4	8	13	5	15	19	43	50	48	48	26	20
All Students (Prior Year)	134	5809	76019	99	99	100	546	514	499	4	9	14	19	34	39	11	13	14	65	44	33
Female	60	2679	38644	100	99	99	531	507	500	2	8	12	7	16	19	39	51	49	53	25	19
Male	58	2915	40236	100	99	99	536	510	497	5	8	15	4	15	19	47	50	46	44	28	20
African American	NC	219	4087	NC	100	99	NC	482	481	NC	15	20	NC	17	24	NC	55	45	NC	13	11
Hispanic	NC	1921	31938	NC	100	99	NC	486	481	NC	13	19	NC	23	25	NC	51	46	NC	13	10
Asian/Pacific Islander	NC	136	1805	NC	100	98	NC	526	536	NC	7	5	NC	8	8	NC	50	45	NC	35	42
American Indian/Alaskan Native	10	237	4593	100	100	100	467	479	467	20	19	26	30	24	29	50	48	39	0	9	6
White	99	3081	36483	100	98	99	541	525	517	2	4	7	3	10	13	40	50	51	55	36	30
Students with Disabilities	10	650	10664	100	100	100	437	417	430	20	33	42	20	26	27	40	33	26	20	7	5
Students without Disabilities	108	4944	68310	99	98	98	543	521	509	2	5	9	4	14	18	43	53	51	51	29	22
Limited English Proficient Students	NC	560	12573	NC	100	100	NC	427	454	NC	23	27	NC	31	30	NC	41	38	NC	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	21	2737	38679	100	95	96	493	495	483	15	13	20	15	21	25	55	50	45	15	15	10
Non-Economically Disadvantaged	97	2857	40295	100	100	100	542	520	513	1	4	7	3	9	13	40	51	50	55	36	30

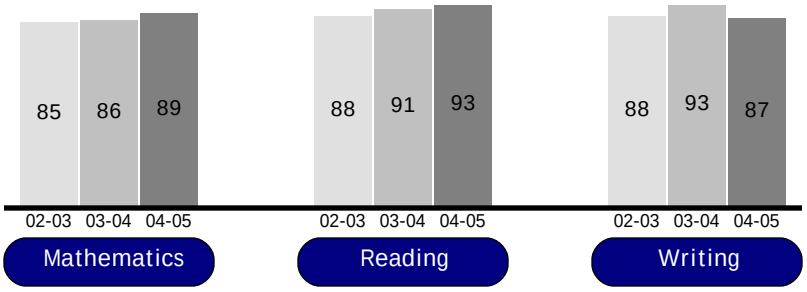
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	5599	78908	100	0	99	514	491	484	4	6	10	7	19	23	69	63	58	20	12	9
All Students (Prior Year)	135	5803	76020	99	99	100	518	507	503	12	20	25	17	22	23	46	43	40	25	16	12
Female	60	2681	38648	100	0	99	515	494	489	4	5	8	4	18	22	70	64	61	23	12	10
Male	58	2918	40233	100	0	99	512	489	479	4	7	12	11	20	25	68	61	55	18	12	8
African American	NC	218	4092	NC	0	99	NC	472	473	NC	9	12	NC	24	28	NC	61	54	NC	6	5
Hispanic	NC	1925	31940	NC	0	99	NC	470	465	NC	12	16	NC	30	32	NC	53	49	NC	5	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	498	507	NC	1	4	NC	21	13	NC	67	65	NC	12	18
American Indian/Alaskan Native	10	238	4569	100	0	100	463	469	457	20	11	18	20	31	39	60	56	41	0	3	2
White	99	3082	36502	100	0	99	521	507	502	1	3	4	6	12	14	69	69	67	24	17	15
Students with Disabilities	10	651	10665	100	0	100	414	409	423	20	21	30	30	38	36	40	38	31	10	4	2
Students without Disabilities	108	4948	68312	99	0	98	523	502	493	2	4	7	5	17	21	72	66	62	21	13	10
Limited English Proficient Students	NC	559	12556	NC	0	100	NC	408	436	NC	22	24	NC	43	40	NC	32	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	21	2742	38662	100	0	96	479	479	468	20	10	16	10	28	32	65	56	49	5	5	3
Non-Economically Disadvantaged	97	2857	40315	100	0	100	521	502	498	0	2	5	6	11	15	70	68	66	23	18	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	117	5524	78750	99	98	99	514	500	500	6	5	6	19	28	29	69	63	63	6	3	2
All Students (Prior Year)	135	5771	75673	99	98	100	557	530	530	11	15	12	17	25	25	62	56	58	10	5	4
Female	60	2649	38586	100	98	99	534	514	515	4	4	4	7	21	22	79	70	71	11	4	3
Male	57	2874	40135	98	98	99	493	488	486	9	7	8	30	35	35	59	56	56	2	2	1
African American	NC	215	4081	NC	99	99	NC	486	488	NC	4	8	NC	36	32	NC	57	59	NC	3	2
Hispanic	NC	1884	31841	NC	98	99	NC	479	483	NC	8	8	NC	37	36	NC	54	55	NC	2	1
Asian/Pacific Islander	NC	136	1802	NC	100	98	NC	521	533	NC	2	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	231	4586	NC	97	100	NC	481	481	NC	10	8	NC	34	37	NC	53	54	NC	2	1
White	99	3058	36440	100	98	99	523	514	516	4	4	3	15	23	22	73	69	71	7	4	4
Students with Disabilities	10	642	10622	100	100	100	418	390	415	10	22	21	40	48	50	50	26	28	0	4	1
Students without Disabilities	107	4882	68196	98	97	98	523	515	513	6	3	3	17	26	25	71	68	69	7	3	3
Limited English Proficient Students	NC	541	12504	NC	100	100	NC	407	451	NC	17	12	NC	48	44	NC	33	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	20	2686	38558	95	93	96	457	486	485	21	9	8	32	37	37	47	53	54	0	1	1
Non-Economically Disadvantaged	97	2838	40260	100	100	100	525	513	514	3	3	3	16	21	21	73	71	72	7	5	4

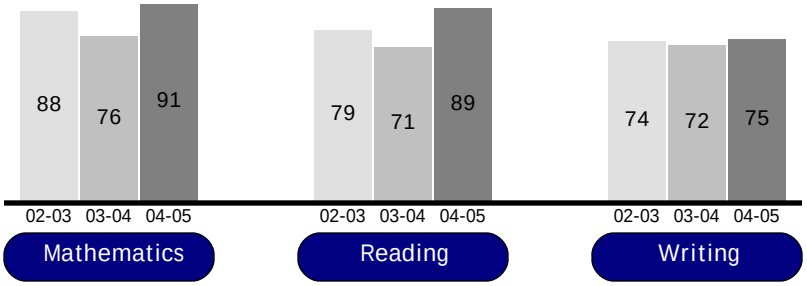
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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 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	96	79	61	50	94	75	NA	58	96	63	50	47
	Language	98	69	49	43	93	73	53	50	96	59	49	47
	Mathematics	99	84	67	57	94	85	71	64	98	60	54	50
3	Reading	96	72	57	47	94	81	NA	55	98	67	50	44
	Language	96	74	61	54	95	83	63	61	98	67	49	44
	Mathematics	97	78	64	54	95	84	66	61	98	72	55	51
4	Reading	96	79	62	52	96	77	NA	56	96	69	52	48
	Language	98	71	54	48	98	70	55	52	96	70	52	49
	Mathematics	96	87	68	57	97	84	68	61	96	77	59	53
5	Reading	94	76	59	50	96	76	NA	55	99	69	55	50
	Language	96	69	53	46	98	70	55	49	99	70	55	50
	Mathematics	94	89	68	57	96	87	71	63	99	68	54	49
6	Reading	95	79	62	53	96	78	NA	56	99	69	58	51
	Language	93	71	53	45	99	70	55	48	99	68	54	47
	Mathematics	96	88	75	62	98	90	76	66	99	73	62	52

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
1 School Administrator(s)	ü Review School Goals
1 Non-certified Employee(s)	ü Review Student Handbook
3 Teacher(s)	ü Student Safety & Discipline
6 Parent(s)	ü Customer Satisfaction
0 Community Member(s)	ü Issues Under Policy
2 Student(s)	ü Quality and Respect

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	1.50	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	2	3	0	0
7 to 9 years	2	2	0	0
10 or more years	6	22	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	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 2004-05

School Achievements/Accomplishments 2004-05

- In a district of 57 schools, we have placed in the top ten schools for math and reading for the past eight years.
- Students demonstrated academic improvement at all grade levels based on district and state tests.

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]	5	12	12	17
Transfers In Rate [6]	10	28	28	37
Stability Rate [7]	94	87	87	82
Promotion Rate [8]	99	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

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 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	Julie A. Hibbard	(480) 472-7550
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Julie A. Hibbard	(480) 472-7550
School Nutrition Programs	Tami Droll	(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 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.