

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2700 E Brown Road, 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>

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

2004-05	Excelling
2003-04	Excelling
2002-03	Excelling

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

### No Child Left Behind

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

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

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

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.

### School Overview

Principal/Administrator : Mr. Craig M. Luketich  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : 10-12  
 2005 Enrollment : 2807  
 Web Address : www.mpsaz.org/mtnview/  
 Phone Number : (480) 472-6900  
 Fax Number : (480) 472-6983  
 E-mail : cmluketi@mpsaz.org

### Mission

The mission of Mountain View High School is to enable all students to acquire the knowledge, skills and attitudes necessary to become productive, responsible citizens and lifelong learners in a rapidly changing world.

### School / Academic Goals

- ü Students will demonstrate reading and writing skills by creating a persuasive essay/letter when given multiple sources to read and evaluate, scoring at least 11 of 18 possible on a six-point rubric aligned with the AIMS standards.
- ü Students will show responsibility by: showing respect by acknowledging the uniqueness and value of each individual, working effectively in groups, displaying appropriate manners, following class rules, and accepting consequences for their actions.

### Enrollment

October 1, 2004 School Year Student Enrollment : 2769  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 217

## Instructional Programs

- ü Advanced Placement
- ü College Prep--Science/Math/English
- ü Honors Classes
- ü 4th & 5th Yr. Language Classes Available
- ü Biotechnology Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 57 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Provide a comprehensive instructional and extra-curricular program. Communicate student achievement. Distribute key information. Have high academic standards. Provide quality counseling/guidance. Provide competent and caring staff and faculty.

### Parents

Parents are to provide transportation, proper shelter, clothing and nourishment for their children. They are expected to hold students accountable in meeting school expectations and to monitor their childrens' progress and contact teachers.

## Transportation Policy

Busing is provided for all students who live more than 2 miles from the school to which they are assigned. Transportation is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

## School Honors

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

Award/Honor	Year
ü Two Military Academy Appointments	2005
ü Eight National Merit Scholars	2005
ü Seventy-nine Advanced Placement Scholars	2005

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	970	5172	69846	98	96	100	731	714	699	7	12	21	5	7	11	52	53	49	37	29	18
All Students (Prior Year)	909	5047	65934	96	96	100	524	510	492	11	24	43	12	17	18	40	33	24	37	27	15
Female	478	2496	34328	98	97	99	736	717	702	5	9	19	5	8	12	53	55	51	37	29	18
Male	492	2676	35509	98	96	100	727	710	696	8	14	23	4	7	11	51	51	48	37	28	18
African American	13	202	3535	87	97	100	700	665	677	17	23	31	33	14	15	42	53	46	8	11	8
Hispanic	96	1226	23363	100	97	100	703	687	680	22	23	32	12	13	16	54	53	45	12	11	7
Asian/Pacific Islander	22	136	1742	100	98	99	762	735	733	5	7	8	0	7	7	32	47	46	64	39	38
American Indian/Alaskan Native	26	196	4785	96	97	100	706	692	671	15	22	39	12	15	17	62	50	39	12	13	5
White	813	3412	36421	97	96	99	735	726	714	5	7	12	3	5	8	52	53	54	41	36	26
Students with Disabilities	63	469	7690	100	100	100	622	557	593	51	58	64	10	14	14	38	26	21	2	2	2
Students without Disabilities	907	4703	62220	97	96	99	739	729	712	4	7	16	4	7	11	53	55	53	40	31	20
Limited English Proficient Students	19	302	5834	100	100	100	567	549	612	44	42	46	12	18	20	40	37	31	4	4	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	157	1657	21421	96	91	92	708	703	686	14	21	35	11	12	15	63	52	43	13	15	7
Non-Economically Disadvantaged	813	3515	48489	98	99	100	736	718	704	5	8	15	3	5	10	49	53	52	42	35	23

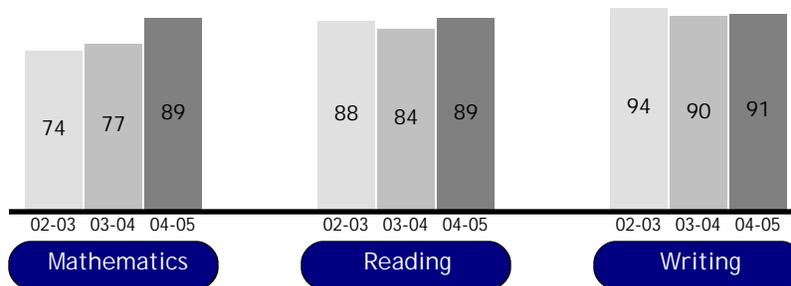
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	977	5238	71311	97	95	100	725	702	694	2	5	7	8	16	21	71	69	63	18	11	9
All Students (Prior Year)	929	5245	68162	96	97	100	535	519	509	5	12	18	11	20	24	69	58	51	15	10	8
Female	481	2526	34899	98	97	100	730	707	700	1	3	5	7	14	19	73	71	66	18	11	10
Male	496	2713	36430	96	94	100	720	696	688	3	6	9	10	18	22	69	66	61	18	10	8
African American	13	203	3573	87	98	100	699	658	676	0	8	9	17	27	26	83	61	60	0	4	4
Hispanic	97	1269	24056	100	96	100	693	671	672	13	11	13	22	31	31	58	55	53	8	3	3
Asian/Pacific Islander	21	129	1731	91	91	98	736	715	717	0	2	3	5	13	13	81	73	68	14	13	16
American Indian/Alaskan Native	27	200	5110	100	96	100	700	680	661	4	8	14	33	28	38	52	63	46	11	2	2
White	819	3437	36841	97	95	99	730	716	713	1	2	3	6	10	12	73	74	72	20	14	13
Students with Disabilities	60	466	8021	100	100	100	612	552	590	14	24	27	54	42	42	32	33	29	0	0	1
Students without Disabilities	917	4773	63379	97	95	100	732	716	707	1	3	5	5	14	18	73	72	68	20	12	10
Limited English Proficient Students	20	331	6402	100	100	100	541	529	596	38	27	25	29	49	44	33	24	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	155	1720	22243	91	91	93	697	688	677	8	9	14	23	28	32	64	60	51	5	3	3
Non-Economically Disadvantaged	822	3519	49157	99	98	100	730	708	702	1	3	4	6	11	16	72	73	69	21	14	11

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	960	5157	70868	96	94	100	720	696	688	2	4	5	7	17	23	69	65	63	22	14	9
All Students (Prior Year)	927	5229	67629	96	97	100	569	536	524	4	14	22	6	13	16	86	70	59	4	2	3
Female	472	2475	34710	96	95	99	733	707	697	0	2	3	4	12	19	65	67	66	31	19	12
Male	488	2683	36176	95	93	100	707	686	678	3	6	7	10	21	27	73	63	59	14	10	7
African American	13	203	3557	87	98	99	710	656	675	0	7	7	8	27	25	83	60	62	8	7	6
Hispanic	93	1244	23868	98	94	100	689	666	670	10	10	9	19	31	33	60	53	55	11	5	4
Asian/Pacific Islander	21	125	1732	91	89	98	743	720	713	0	2	2	5	12	12	57	64	64	38	23	22
American Indian/Alaskan Native	23	187	5001	85	89	100	707	679	661	0	8	9	17	23	41	70	65	48	13	5	2
White	810	3398	36710	96	94	99	723	709	702	1	2	2	6	11	15	70	69	69	23	18	13
Students with Disabilities	55	454	7900	95	97	100	610	538	580	15	24	22	37	42	49	48	33	28	0	1	1
Students without Disabilities	905	4704	63054	96	94	99	727	711	701	1	2	3	5	14	20	70	68	67	23	15	10
Limited English Proficient Students	19	322	6308	100	100	100	519	518	591	30	27	19	39	45	47	30	27	33	0	1	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	155	1677	21994	91	88	92	695	683	673	7	9	10	19	28	36	67	57	52	7	6	3
Non-Economically Disadvantaged	805	3481	48960	97	97	100	725	702	694	1	2	3	5	11	18	69	69	67	25	18	12

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

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

10th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 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.

No test data found for this school.

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."

# Mountain View High School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 8 Teacher(s)
- 9 Parent(s)
- 0 Community Member(s)
- 9 Student(s)

### Council Duties

- Ü Advisory Capacity--Community Input
- Ü Outcomes Accreditation-Curriculum Review
- Ü School Safety Issues/Facilities
- Ü State Testing Issues
- Ü Open House
- Ü Student Travel

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	125.00
Other Professional Staff	10.00	Teacher Aide	14.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	9	0	0
4 to 6 years	4	7	0	0
7 to 9 years	7	8	0	0
10 or more years	18	72	3	1

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	914
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Science Tech Labs (Bio/Chem/Physics)
- Ü Multimedia Center--50 Computers

### Extracurricular Activities

- Ü National Honor Society
- Ü Drama/Performing Arts/Foreign Language
- Ü 21 AIA Sports Teams
- Ü HERO/DECA/COE/VICA/FFA/OJT

### Social Services

- Ü Community College/AP Classes
- Ü Breakfast/Lunch Programs
- Ü Counseling Services
- Ü Health Services/Blood Drive

School Achievements/Accomplishments 2004-05

- ü Eighty-seven percent of parents and students surveyed gave the school an A or B rating. ACT/SAT scores exceed Arizona and national averages.
  
- ü Nationally recognized newspaper and yearbook. Exemplary performing arts, musical, and state champion forensics team. State champion Academic Decathlon team, ten region championships in sports, two state runners-up, three state championship teams.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	7	12	12	17
Transfers In Rate <sup>6</sup>	7	28	28	37
Stability Rate <sup>7</sup>	92	87	87	82
Promotion Rate <sup>8</sup>	92	96	95	81
Retention Rate <sup>9</sup>	5	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	91	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

Mountain View has a closed lunch for 10th and 11th grade students. The security staff has been increased to provide order and safety. A full-time police officer is on campus to assist us and to teach law-related topics in our classrooms.

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) :

34

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	Marcia Kneisley	(480) 472-6915
Transportation Policy	Debbie Wald	(480) 472-6909
Community Resources	Cheryl Breiland	(480) 472-6915
School Nutrition Programs	Kathy Mendoza	(480) 472-6945
Parent Organization	Site Improvement Adv. Coun. (SIAC)	(480) 472-6901
Student Health/Nurse	Rosemary Powell	(480) 472-6931

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.

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.

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. 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](http://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.