

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

High School Achievement Profile ^(a)

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

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

School Overview

Principal/Administrator : Mr. Craig M. Luketich
 Schedule : 07:00 AM to 04:00 PM
 Grades : 10-12
 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.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- 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.
- 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, 2005 School Year Student Enrollment : 2776
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 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	918	5040	71130	95	91	95	733	721	701	4	11	23	5	9	13	55	56	51	36	25	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	459	2490	35465	97	93	96	734	720	702	4	10	21	5	9	13	56	57	53	35	25	13
Male	459	2549	35648	93	89	94	733	721	701	5	12	24	5	8	12	53	54	50	37	26	14
African American	15	196	3868	88	86	95	712	704	686	NA	15	33	7	16	17	80	57	45	13	12	6
Hispanic	95	1326	25103	89	90	95	704	697	685	17	23	34	12	14	16	59	53	45	13	10	5
Asian/Pacific Islander	16	126	1805	100	92	98	723	736	731	NA	7	9	NA	6	7	81	52	50	19	35	34
American Indian/Alaskan Native	23	170	4241	82	80	90	701	696	679	13	21	39	26	16	19	57	56	39	4	7	3
White	769	3222	36075	96	92	95	739	732	715	3	5	12	4	6	9	53	57	58	40	33	21
Students with Disabilities	44	232	5862	76	48	71	683	678	658	27	31	63	20	20	15	39	47	20	14	3	2
Students without Disabilities	874	4808	65268	96	95	98	735	722	705	3	10	19	4	8	12	56	56	54	37	26	15
Limited English Proficient Students	25	259	4859	89	89	93	672	666	662	44	54	64	28	20	15	28	25	20	NA	NA	1
Migrant Students	NC	19	786	NC	79	95	NC	673	681	NC	47	38	NC	16	18	NC	37	41	NC	NA	4
Economically Disadvantaged	136	1673	22957	88	86	93	708	700	685	17	21	34	10	13	17	59	55	44	14	11	5
Non-Economically Disadvantaged	782	3367	48173	96	93	96	738	731	709	2	6	17	4	6	11	54	56	55	40	32	18

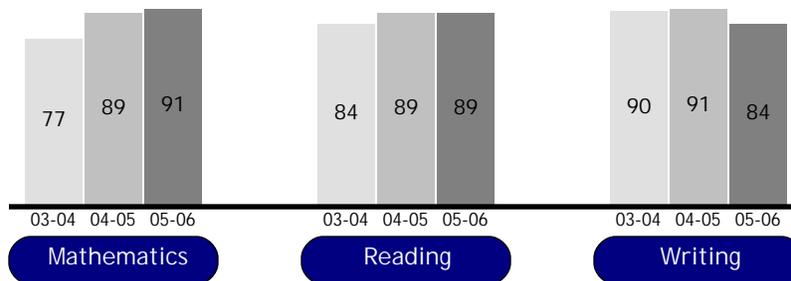
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	925	5144	73018	94	92	97	729	715	703	1	3	6	9	16	23	74	70	64	15	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	460	2530	36181	96	94	97	732	718	708	1	2	4	9	15	21	74	70	65	16	12	9
Male	465	2614	36816	92	90	96	727	712	699	2	4	7	9	17	24	75	69	62	14	10	7
African American	16	205	3976	84	88	96	712	701	689	NA	4	8	19	21	29	81	71	59	NA	4	3
Hispanic	97	1351	25801	89	90	96	689	687	683	8	8	10	28	31	34	59	58	53	5	3	3
Asian/Pacific Islander	15	122	1812	94	90	98	722	719	722	NA	4	3	13	19	15	87	66	66	NA	11	16
American Indian/Alaskan Native	24	174	4389	80	82	93	699	686	675	NA	6	9	29	34	42	71	57	47	NA	3	1
White	773	3292	37024	96	93	97	735	729	721	0	1	2	6	9	12	76	75	73	18	15	13
Students with Disabilities	46	309	7170	79	63	85	673	662	654	7	15	23	37	43	47	54	41	29	2	1	1
Students without Disabilities	879	4835	65848	95	94	98	731	718	708	1	2	4	8	15	20	75	71	67	16	12	9
Limited English Proficient Students	24	265	5099	86	89	95	644	639	641	33	31	29	50	60	59	17	8	12	NA	NA	0
Migrant Students	NC	21	817	NC	88	96	NC	656	667	NC	14	15	NC	67	44	NC	19	39	NC	NA	1
Economically Disadvantaged	137	1752	23912	85	87	94	696	691	681	6	7	10	25	29	36	64	60	52	6	4	2
Non-Economically Disadvantaged	788	3392	49106	96	94	98	735	727	714	0	1	4	6	9	16	76	75	69	17	15	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	927	5108	72810	94	91	96	707	690	685	3	4	6	14	27	30	73	63	58	11	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	461	2510	36111	96	93	97	715	700	695	2	3	4	8	19	23	75	69	65	14	8	8
Male	466	2598	36678	92	89	95	699	681	674	3	5	9	19	33	36	71	57	52	7	4	3
African American	15	199	3962	79	85	96	704	685	675	NA	4	8	7	29	33	93	64	55	NA	4	3
Hispanic	100	1345	25735	92	90	96	669	668	669	13	10	10	38	41	41	45	47	48	4	2	2
Asian/Pacific Islander	15	124	1809	94	92	97	708	700	704	NA	3	4	13	19	19	87	66	65	NA	11	13
American Indian/Alaskan Native	25	173	4370	83	82	92	686	673	670	12	8	9	24	39	39	56	50	50	8	2	2
White	772	3267	36915	95	92	97	712	701	697	1	2	3	10	20	21	76	71	67	12	8	8
Students with Disabilities	46	260	7071	79	53	84	663	646	634	13	13	24	35	51	53	52	35	21	NA	2	1
Students without Disabilities	881	4848	65739	95	95	98	709	692	689	2	4	4	13	25	27	74	65	62	11	6	6
Limited English Proficient Students	27	262	5046	96	88	94	615	604	621	41	42	31	56	54	56	4	4	12	NA	NA	0
Migrant Students	NC	20	812	NC	83	96	NC	647	654	NC	15	15	NC	60	51	NC	25	34	NC	NA	0
Economically Disadvantaged	143	1746	23814	88	87	94	674	670	667	11	9	10	31	40	41	56	49	47	2	2	2
Non-Economically Disadvantaged	784	3362	48996	95	93	97	713	701	693	1	2	4	11	20	24	76	70	64	12	8	7

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

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 Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	1%

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	95	NA	NA	81

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 2005-06 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) 472-6970
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 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.

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 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.

6 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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Total cost of printing: 12 Pages X .0243 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.