

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1919 East Sharon Drive, Phoenix, AZ 85022

Paradise Valley 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	Performing
2002-03	Highly Performing
2001-02	Improving

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

### 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 Overview

Principal/Administrator : Ms. Lynette Geake  
 Schedule : 7:30 AM to 4:00 PM  
 Grades : Pre-K-6  
 2004 Enrollment : 712  
 Web Address : [www.pvUSD.k12.az.us/static/schools/hiddenhills.htm](http://www.pvUSD.k12.az.us/static/schools/hiddenhills.htm)  
 Phone Number : (602) 493-6270  
 Fax Number : (602) 493-6272  
 E-mail : [lgeake@pvUSD.k12.az.us](mailto:lgeake@pvUSD.k12.az.us)

### Mission

We believe in helping all students reach their fullest potential. The home, community and school will work together to create an environment which empowers children to develop a positive self-image & become responsible, productive members of society.

### School / Academic Goals

- ü To continually update curriculum maps to incorporate the Arizona Academic Standards. Curriculum maps establish the timelines for teachers to ensure instruction in all subject areas prior to standardized testing and the end of the school year.
- ü We are developing student's character education traits and utilizing the Classroom of Difference program to teach our students the necessary life skills of working with others. The Classroom of Difference is a sponsored by the Anti-Defamation League.
- ü We will use the Arizona Schools Solution Team rubric to develop a schoolwide program for school improvement at Hidden Hills. PTSA and School Council will be directly involved in this process.
- ü Paradise Valley Unified School District has begun offering an all day kindergarten program and we will strive to develop a comprehensive program to incorporate Arizona State Standards while considering the developmental stage of a kindergarten child.

### Enrollment

October 1, 2003 School Year Student Enrollment : 683  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 106

Instructional Programs

- ü All Day Kindergarten
- ü Curriculum Maps of State Standards
- ü Integrated Curriculum
- ü Special Needs Inclusion Programs
- ü Garden Science and Math Programs
- ü Character Education
- ü Special Needs Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 25 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Our responsibility is to create a safe environment which builds positive self-esteem; to assure success for all; to set high expectations; to provide instruction based on Standards; to increase instructional time-on-task; and to integrate curriculum.

Parents

Our objective for academic excellence can only be achieved with the communication and support of parents. Parents are asked to be directly involved in their child's education, working as part of the educational team to ensure student success.

Transportation Policy

Our Transportation Policy allows for bus service to Kindergartners who live more than one-half mile from the school. Student in first through sixth grade, who live more that one mile from school, are transported by bus.

School Honors

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

Award/Honor	Year
ü Arizona A+ School Top 10 (2 Years)	1996
ü Mayor's Partnership Award for Community Involvement	2003
ü Arizona PTA Educator of the Year Award (5 Teachers)	2003
ü Arizona Ambassador for Education	1998

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	93	2710	75509	100	100	100	525	538	521	11	7	13	17	17	23	43	34	33	29	42	31
All Students (Prior Year)	98	2687	75372	100	100	100	525	538	523	4	4	9	28	19	25	42	36	36	27	42	30
Female	45	1339	37013	100	100	100	522	538	522	12	7	12	17	17	24	44	36	33	27	39	31
Male	48	1369	38430	100	99	99	528	539	521	10	8	14	17	16	22	43	32	33	31	45	31
African American	NC	84	3660	NC	100	99	NC	510	496	NC	15	24	NC	33	31	NC	33	28	NC	19	18
Hispanic	17	599	30486	100	99	99	495	512	505	10	16	18	60	25	29	20	34	32	10	24	21
Asian/Pacific Islander	NC	73	1780	NC	96	98	NC	561	549	NC	2	5	NC	12	13	NC	30	33	NC	57	50
American Indian/Alaskan Native	--	29	4075	--	100	100	--	519	486	--	12	28	--	23	34	--	42	26	--	23	12
White	68	1908	35192	100	99	99	529	543	534	12	6	8	8	14	19	48	34	35	32	46	39
Students with Disabilities	11	393	9708	100	100	100	471	511	489	50	20	32	20	22	27	30	30	24	0	28	17
Students without Disabilities	82	2317	65801	96	99	98	532	542	525	5	6	11	16	16	23	45	34	34	33	44	33
Limited English Proficient Students	10	315	16928	100	89	100	NA	NA	485	NA	NA	29	NA	NA	33	NA	NA	26	NA	NA	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	31	871	36411	--	--	--	512	513	503	15	16	19	22	24	29	48	37	32	15	23	20
Non-Economically Disadvantaged	62	1839	39040	--	--	--	531	546	534	9	5	8	14	14	19	41	33	34	36	48	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	93	2702	75492	100	100	100	523	528	519	7	7	12	12	12	16	57	49	47	24	32	24
All Students (Prior Year)	97	2699	75221	100	100	100	530	532	523	2	4	8	15	11	16	52	57	56	30	28	21
Female	45	1335	37014	100	100	100	527	531	523	7	6	10	12	10	15	49	49	48	32	35	27
Male	48	1365	38400	100	99	99	519	525	516	7	9	14	12	13	17	64	49	47	17	30	21
African American	NC	84	3665	NC	100	99	NC	515	505	NC	16	20	NC	11	22	NC	54	43	NC	18	14
Hispanic	17	595	30438	100	98	99	514	511	508	0	16	17	30	18	21	50	50	47	20	16	15
Asian/Pacific Islander	NC	73	1773	NC	96	98	NC	546	534	NC	3	4	NC	8	10	NC	35	50	NC	53	36
American Indian/Alaskan Native	--	29	4081	--	100	100	--	519	498	--	11	25	--	26	26	--	33	40	--	30	8
White	68	1906	35177	100	99	99	524	531	528	8	6	8	11	10	13	57	49	49	25	35	31
Students with Disabilities	11	390	9707	100	100	100	481	505	495	40	24	33	30	17	21	30	41	33	0	18	13
Students without Disabilities	82	2312	65785	96	99	98	529	531	522	3	5	10	10	11	16	60	50	49	27	34	26
Limited English Proficient Students	10	312	16905	100	88	100	NA	461	489	NA	100	34	NA	0	28	NA	0	32	NA	0	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	31	867	36302	--	--	--	511	511	507	11	16	18	15	18	21	63	50	46	11	17	14
Non-Economically Disadvantaged	62	1835	39164	--	--	--	529	533	528	5	5	8	11	10	13	54	49	48	30	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	93	2688	75053	100	99	99	597	634	597	5	4	7	14	8	12	72	74	72	8	14	9
All Students (Prior Year)	95	2644	73654	100	99	99	528	541	530	7	4	9	13	8	13	77	78	70	2	10	7
Female	45	1334	36872	100	100	99	626	656	621	2	3	5	17	6	9	66	72	74	15	19	12
Male	48	1352	38109	100	98	99	568	611	573	7	4	10	12	10	14	79	76	69	2	10	6
African American	NC	84	3636	NC	100	99	NC	604	568	NC	4	12	NC	11	16	NC	72	67	NC	13	6
Hispanic	17	591	30235	100	98	98	582	586	575	0	6	9	30	12	14	70	78	70	0	4	6
Asian/Pacific Islander	NC	73	1768	NC	96	98	NC	663	651	NC	3	3	NC	10	5	NC	65	72	NC	22	19
American Indian/Alaskan Native	--	29	4044	--	100	99	--	616	550	--	4	13	--	8	17	--	77	66	--	12	4
White	68	1896	35028	100	99	99	601	642	613	5	3	6	14	7	10	71	74	73	11	16	11
Students with Disabilities	11	385	9625	100	100	100	535	574	530	10	12	21	40	19	21	50	62	55	0	7	4
Students without Disabilities	82	2303	65428	96	98	98	605	642	604	4	3	6	11	6	11	75	76	73	10	15	10
Limited English Proficient Students	10	309	16765	100	87	100	NA	563	525	NA	0	17	NA	0	20	NA	100	60	NA	0	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	31	860	36077	--	--	--	546	581	566	11	8	10	22	14	16	67	72	69	0	6	5
Non-Economically Disadvantaged	62	1828	38950	--	--	--	621	651	618	2	2	5	11	6	9	75	75	73	13	17	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	108	2756	76019	100	100	100	510	513	499	8	9	14	32	32	39	10	16	14	49	43	33
All Students (Prior Year)	94	2748	76230	100	100	100	519	513	498	8	7	12	26	32	38	14	13	12	52	49	37
Female	50	1336	37207	100	99	100	509	511	499	9	9	12	32	34	41	15	16	14	45	41	33
Male	58	1408	38677	100	99	100	511	515	498	8	9	15	33	31	38	6	15	13	53	45	34
African American	NC	84	3817	NC	95	100	NC	492	475	NC	14	23	NC	43	47	NC	16	11	NC	27	18
Hispanic	15	539	29458	100	98	100	475	476	480	29	26	20	29	42	48	7	12	12	36	19	20
Asian/Pacific Islander	NC	75	1673	NC	99	99	NC	536	531	NC	3	4	NC	25	29	NC	15	14	NC	57	53
American Indian/Alaskan Native	--	38	4735	--	95	100	--	493	466	--	22	28	--	28	49	--	9	10	--	41	13
White	82	1990	35880	99	99	100	515	521	515	4	5	7	33	30	32	13	16	16	50	49	45
Students with Disabilities	19	371	9786	100	100	100	491	469	457	14	29	39	57	45	40	0	11	7	29	14	13
Students without Disabilities	89	2385	66233	96	99	99	512	517	503	8	7	11	30	31	39	11	16	14	51	46	35
Limited English Proficient Students	NC	271	15206	NC	89	100	NC	448	459	NC	43	31	NC	42	53	NC	8	7	NC	7	9
Migrant Students	--	--	745	--	--	--	--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	33	805	35714	--	--	--	475	481	480	29	22	20	39	42	47	7	14	12	25	22	20
Non-Economically Disadvantaged	75	1951	40266	--	--	--	524	524	513	0	5	9	29	29	33	12	16	15	59	50	43

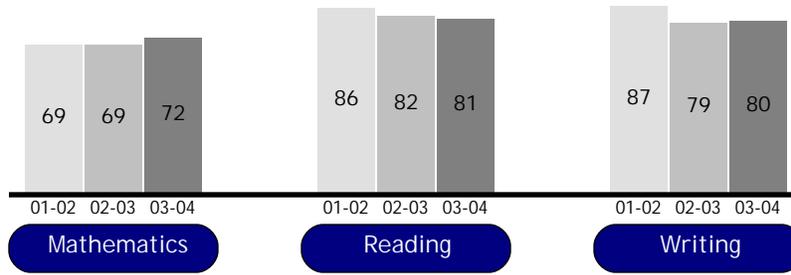
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2754	76020	99	100	100	511	510	503	14	17	25	16	18	23	49	47	40	21	18	12
All Students (Prior Year)	95	2755	76202	100	100	100	512	513	505	12	11	19	20	20	24	48	51	46	21	18	11
Female	50	1335	37213	100	99	100	512	511	504	9	15	22	13	19	23	55	47	42	23	19	13
Male	57	1407	38666	98	99	100	509	509	501	19	19	29	19	16	22	44	48	38	19	17	12
African American	NC	84	3819	NC	95	100	NC	501	494	NC	24	37	NC	35	26	NC	31	31	NC	9	6
Hispanic	14	537	29442	93	98	99	498	494	494	23	40	37	31	23	26	46	31	31	0	6	6
Asian/Pacific Islander	NC	75	1672	NC	99	99	NC	512	513	NC	13	12	NC	15	19	NC	48	49	NC	24	20
American Indian/Alaskan Native	--	38	4735	--	95	100	--	496	489	--	30	48	--	21	25	--	45	24	--	3	3
White	82	1990	35890	99	99	100	513	514	511	11	11	15	11	16	20	57	52	48	21	21	18
Students with Disabilities	19	372	9784	100	100	100	501	490	485	14	46	58	29	24	19	57	25	19	0	5	4
Students without Disabilities	88	2382	66236	95	98	99	511	512	504	14	14	23	15	17	23	49	49	42	23	19	13
Limited English Proficient Students	NC	271	15198	NC	89	100	NC	480	483	NC	67	59	NC	22	25	NC	9	14	NC	2	1
Migrant Students	--	--	743	--	--	--	--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	32	802	35703	--	--	--	498	494	494	22	37	37	30	25	26	44	33	31	4	6	6
Non-Economically Disadvantaged	75	1952	40274	--	--	--	515	515	509	10	10	17	10	15	20	51	52	47	28	22	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	107	2748	75673	99	99	100	554	558	530	4	7	12	22	18	25	68	68	58	5	7	4
All Students (Prior Year)	90	2708	74692	97	99	99	506	519	502	16	10	18	26	22	27	52	56	47	6	12	8
Female	50	1333	37099	100	99	100	589	572	548	0	5	8	15	14	22	74	73	64	11	8	6
Male	57	1403	38441	98	99	99	518	543	513	9	9	16	30	22	29	62	64	52	0	5	3
African American	NC	83	3791	NC	94	99	NC	546	506	NC	5	18	NC	27	29	NC	63	50	NC	4	3
Hispanic	14	535	29305	93	98	99	487	508	507	15	17	16	46	29	31	38	51	51	0	4	2
Asian/Pacific Islander	NC	75	1665	NC	99	99	NC	600	573	NC	0	6	NC	15	16	NC	75	67	NC	10	10
American Indian/Alaskan Native	--	37	4707	--	93	100	--	533	492	--	13	19	--	22	33	--	59	46	--	6	1
White	82	1989	35760	99	99	99	564	568	550	3	5	9	18	15	21	73	73	64	6	7	6
Students with Disabilities	19	369	9706	100	100	100	495	486	462	17	22	36	17	31	32	67	46	31	0	1	1
Students without Disabilities	88	2379	65967	95	98	99	557	564	536	3	5	10	23	17	25	68	70	60	6	7	5
Limited English Proficient Students	NC	269	15115	NC	88	100	NC	457	471	NC	30	26	NC	42	38	NC	28	35	NC	0	1
Migrant Students	--	--	738	--	--	--	--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	32	800	35541	--	--	--	498	511	504	15	15	17	30	29	31	52	54	50	4	2	2
Non-Economically Disadvantaged	75	1948	40091	--	--	--	576	574	550	0	4	9	19	15	21	75	73	64	6	8	6

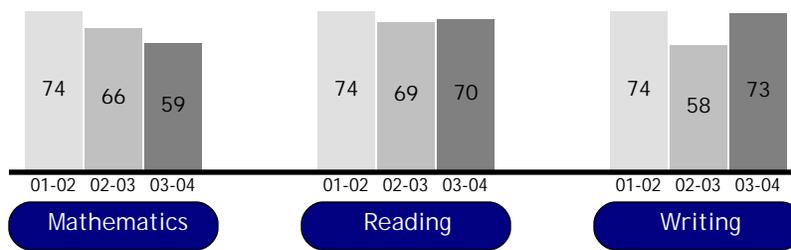
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	97	51	54	44	95	54	61	50	97	54	NA	58
	Language	97	47	48	39	98	47	54	43	99	53	59	50
	Mathematics	97	51	57	52	98	66	67	57	98	63	68	64
3	Reading	92	57	55	43	98	69	60	47	98	61	NA	55
	Language	92	64	63	50	98	68	64	54	99	63	69	61
	Mathematics	92	60	61	50	98	67	66	54	99	69	69	61
4	Reading	94	76	63	47	98	59	65	52	100	67	NA	56
	Language	94	68	59	45	100	62	60	48	100	62	63	52
	Mathematics	94	75	65	52	99	66	69	57	100	66	72	61
5	Reading	94	71	62	46	98	68	64	50	96	71	NA	55
	Language	94	65	57	43	100	64	58	46	98	63	60	49
	Mathematics	93	79	68	54	100	72	69	57	99	72	72	63
6	Reading	90	68	65	49	98	77	67	53	100	65	NA	56
	Language	90	59	59	42	97	63	60	45	100	56	61	48
	Mathematics	89	75	73	58	96	82	74	62	100	74	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)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Concentration on Project Read
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü School Safety Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	37.50
Other Professional Staff	3.50	Teacher Aide	6.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	3	4	0	0
7 to 9 years	2	4	0	0
10 or more years	9	12	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 32  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 87  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Labs (iMac)
- Ü Multipurpose Performance Building
- Ü Large playing field

Extracurricular Activities

- Ü Garden Science
- Ü Chorus
- Ü Band
- Ü Strings Orchestra
- Ü Student Council
- Ü After school Enrichment Classes
- Ü After school Homework Assistance
- Ü Parent Education Programs

Social Services

- Ü Before/After School Programs
- Ü Breakfast/Lunch Programs
- Ü Clothing/Food Banks
- Ü Counseling/Social Work Services
- Ü Homework Assistance
- Ü Parent Education Programs

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Test scores above district, state and national norms in both Stanford 9 and AIMS.
  
- ü Recipient of 2001 Christa McAuliffe Fellowship for our after school Garden Science Class. Students participate in a 4-H program after school that incorporates math and science standards, while harvesting fresh produce for the local food bank.
  
- ü Numerous students published in professional children's magazines and newspapers, including poetry, essays, interviews and puzzles.
  
- ü Numerous students recognized for entries in national and state contests for inventions, science fairs, stock market simulations, and essays. Students in Garden Science also win numerous awards and recognition for entries in state and county fairs.

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)	0	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	99	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	75	62
Grades 3-4	76	69
Grades 4-5	66	73
Grades 5-6	80	81

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

Hidden Hills has developed a Crisis Plan, which is updated semi-annually. In a crisis, the primary concerns are safety, first aid and security. The Health and Safety Team meet monthly to promote a safe and healthy environment for learning.

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) :

4

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	Lynette Geake	(602) 493-6270
Transportation Policy	Jeffery Cook	(602) 493-6320
Community Resources	Amy Lieberman	(602) 493-6270
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Sondra Blythe	(602) 493-6270
Student Health/Nurse	Lynn Beutler	(602) 493-6273

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.