

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	Highly Performing
2003-04	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.

### School Overview

Principal/Administrator : Ms. Lynette Geake  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 695  
 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

Our school mission is to help students reach their full learning potential. Our home, community and school families work together to create a safe learning environment that empowers children by providing appropriate learning opportunities with high academic standards, developing positive self-image, and fostering empathy and concern for others. Hidden Hills will provide an educational foundation necessary for its students to lead a satisfying and productive life through all stages of development.

### School / Academic Goals

- ü To continue to promote excellence in teaching and learning for everyone. This will be accomplished by linking the Arizona State Standards with formative assessment, instructional practices, summative assessments and a review/reteach/enrich approach.
- ü To offer a variety of relevant parent education opportunities to increase parent involvement and to provide an increased number of professional development for our staff, while creating Professional Learning Communities.
- ü All teachers will be trained to analyze data, to modify and adjust the curriculum and to incorporate effective instructional strategies in correlation with current effective schools research.
- ü All staff members will research, train and consistently implement an effective discipline program with an emphasis on anti-bullying strategies and positive character education traits.

### Enrollment

October 1, 2004 School Year Student Enrollment : 724  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 37

Instructional Programs

- ü All Day Kindergarten
- ü Curriculum Maps of State Standards
- ü Integrated Curriculum
- ü Special Needs Inclusion Programs
- ü Literacy Circles and guided reading
- ü Character Education
- ü Math Mastery program
- ü Emphasis on hands-on science

Calendar Information

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

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	98	2586	79306	99	100	99	454	467	445	4	6	10	18	11	18	57	50	51	20	34	20
All Students (Prior Year)	93	2710	75509	100	100	100	525	538	521	11	7	13	17	17	23	43	34	33	29	42	31
Female	50	1264	38691	98	100	99	455	466	446	7	6	10	11	11	18	65	49	52	17	34	20
Male	48	1321	40583	100	99	99	454	468	445	2	6	11	26	11	18	49	50	50	23	34	21
African American	NC	85	4041	NC	99	99	NC	441	426	NC	9	17	NC	13	23	NC	62	50	NC	17	10
Hispanic	17	568	32869	94	99	99	424	435	429	0	16	15	42	21	25	58	50	51	0	13	10
Asian/Pacific Islander	NC	87	1935	NC	100	99	NC	490	474	NC	0	3	NC	6	9	NC	49	48	NC	44	40
American Indian/Alaskan Native	NC	36	4264	NC	100	100	NC	438	419	NC	9	19	NC	15	30	NC	58	45	NC	18	6
White	70	1810	36197	100	100	99	462	477	463	3	4	5	12	8	11	62	49	53	23	40	31
Students with Disabilities	11	372	10321	100	100	100	421	420	389	10	23	30	30	20	27	50	43	34	10	14	9
Students without Disabilities	87	2215	69060	99	99	98	459	475	454	4	3	7	16	9	17	58	51	54	22	37	22
Limited English Proficient Students	NC	301	15509	NC	100	100	NC	413	406	NC	21	20	NC	27	30	NC	46	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	30	780	39415	94	94	96	429	439	431	10	13	15	34	21	25	48	53	50	7	13	10
Non-Economically Disadvantaged	68	1807	39966	100	100	100	467	479	459	2	3	6	10	6	12	62	48	52	27	42	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	98	2577	79395	99	0	99	467	468	446	2	6	9	17	16	25	64	58	55	17	21	11
All Students (Prior Year)	93	2702	75492	100	100	100	523	528	519	7	7	12	12	12	16	57	49	47	24	32	24
Female	50	1261	38743	98	0	100	472	473	451	2	5	7	9	14	24	76	57	57	13	24	12
Male	48	1315	40618	100	0	99	461	464	440	2	6	11	26	17	27	51	59	53	21	18	9
African American	NC	86	4052	NC	0	100	NC	451	434	NC	9	11	NC	17	29	NC	63	54	NC	12	6
Hispanic	17	563	32915	94	0	99	437	430	426	8	17	15	25	32	35	67	44	47	0	6	4
Asian/Pacific Islander	NC	87	1936	NC	0	99	NC	485	468	NC	1	3	NC	7	14	NC	59	63	NC	32	19
American Indian/Alaskan Native	NC	36	4271	NC	0	100	NC	440	420	NC	6	15	NC	18	42	NC	67	41	NC	9	2
White	70	1805	36221	100	0	99	476	480	465	0	2	4	15	11	15	62	61	63	23	25	17
Students with Disabilities	11	364	10331	100	0	100	438	419	388	10	19	25	30	31	37	50	42	34	10	8	4
Students without Disabilities	87	2214	69139	99	0	99	470	476	454	1	3	7	15	13	24	66	60	58	18	23	11
Limited English Proficient Students	NC	300	15545	NC	0	100	NC	401	399	NC	23	21	NC	44	42	NC	32	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	30	771	39484	94	0	96	438	436	429	7	13	14	31	31	35	59	50	47	3	6	4
Non-Economically Disadvantaged	68	1807	39986	100	0	100	481	482	461	0	2	4	10	9	16	67	61	63	23	27	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	98	2578	78869	99	99	99	452	467	442	6	4	6	17	12	21	67	65	63	10	19	10
All Students (Prior Year)	93	2688	75053	100	99	99	597	634	597	5	4	7	14	8	12	72	74	72	8	14	9
Female	50	1260	38536	98	100	99	472	479	458	4	4	4	7	8	15	74	63	67	15	25	14
Male	48	1318	40302	100	99	99	431	455	428	7	5	8	28	15	26	60	67	60	5	13	7
African American	NC	86	4015	NC	100	99	NC	447	430	NC	8	8	NC	10	24	NC	74	61	NC	8	7
Hispanic	17	565	32606	94	99	98	421	430	426	17	10	8	17	21	27	67	63	60	0	6	5
Asian/Pacific Islander	NC	87	1925	NC	100	99	NC	493	471	NC	1	3	NC	9	11	NC	56	64	NC	35	22
American Indian/Alaskan Native	NC	36	4245	NC	100	100	NC	431	423	NC	9	9	NC	15	26	NC	67	61	NC	9	4
White	70	1804	36078	100	100	99	461	478	459	3	3	4	17	9	16	68	66	66	12	22	14
Students with Disabilities	11	369	10246	100	100	100	397	403	367	10	16	18	40	29	39	50	48	40	0	8	4
Students without Disabilities	87	2210	68697	99	99	98	459	478	454	5	3	4	14	9	18	70	68	67	11	21	11
Limited English Proficient Students	NC	298	15339	NC	100	100	NC	403	399	NC	13	11	NC	26	31	NC	58	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	30	776	39106	94	94	95	425	430	427	10	9	8	24	22	28	66	63	59	0	5	5
Non-Economically Disadvantaged	68	1803	39837	100	100	100	466	482	457	3	2	4	13	7	14	68	66	67	15	25	15

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	116	2711	78906	99	100	99	516	515	498	10	8	13	14	13	19	51	50	48	24	29	20
All Students (Prior Year)	108	2756	76019	100	100	100	510	513	499	8	9	14	32	32	39	10	16	14	49	43	33
Female	63	1325	38644	98	100	99	517	517	500	9	7	12	14	13	19	53	51	49	24	29	19
Male	53	1384	40236	100	100	99	514	514	497	12	9	15	14	13	19	49	49	46	24	29	20
African American	NC	94	4087	NC	99	99	NC	486	481	NC	11	20	NC	20	24	NC	53	45	NC	15	11
Hispanic	23	565	31938	100	100	99	466	484	481	35	19	19	25	24	25	35	46	46	5	12	10
Asian/Pacific Islander	NC	81	1805	NC	99	98	NC	538	536	NC	5	5	NC	3	8	NC	48	45	NC	44	42
American Indian/Alaskan Native	NC	33	4593	NC	100	100	NC	499	467	NC	14	26	NC	14	29	NC	59	39	NC	14	6
White	81	1938	36483	99	100	99	525	525	517	5	5	7	11	10	13	57	51	51	28	34	30
Students with Disabilities	15	394	10664	100	100	100	451	451	430	46	29	42	23	25	27	31	37	26	0	9	5
Students without Disabilities	101	2317	68310	98	98	98	525	526	509	5	5	9	13	11	18	54	52	51	28	33	22
Limited English Proficient Students	NC	270	12573	NC	100	100	NC	448	454	NC	24	27	NC	29	30	NC	40	38	NC	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	36	798	38679	95	95	96	484	487	483	24	19	20	12	20	25	55	49	45	9	12	10
Non-Economically Disadvantaged	80	1913	40295	100	100	100	530	527	513	4	4	7	15	10	13	50	50	50	31	36	30

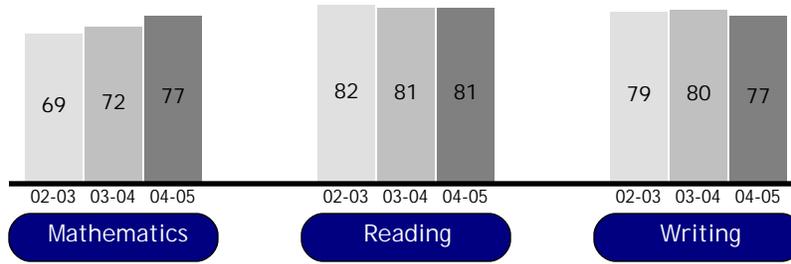
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2712	78908	100	0	99	499	499	484	6	6	10	14	15	23	63	65	58	17	14	9
All Students (Prior Year)	107	2754	76020	99	100	100	511	510	503	14	17	25	16	18	23	49	47	40	21	18	12
Female	64	1327	38648	100	0	99	506	504	489	7	5	8	10	14	22	64	65	61	19	16	10
Male	53	1383	40233	100	0	99	491	494	479	6	7	12	18	17	25	61	66	55	14	11	8
African American	NC	94	4092	NC	0	99	NC	481	473	NC	5	12	NC	19	28	NC	65	54	NC	11	5
Hispanic	23	564	31940	100	0	99	451	467	465	25	15	16	40	33	32	35	48	49	0	3	3
Asian/Pacific Islander	NC	81	1805	NC	0	98	NC	509	507	NC	3	4	NC	11	13	NC	69	65	NC	17	18
American Indian/Alaskan Native	NC	33	4569	NC	0	100	NC	493	457	NC	3	18	NC	24	39	NC	69	41	NC	3	2
White	82	1940	36502	100	0	99	509	508	502	3	3	4	8	11	14	69	69	67	21	17	15
Students with Disabilities	15	394	10665	100	0	100	454	442	423	23	19	30	31	31	36	46	48	31	0	2	2
Students without Disabilities	102	2318	68312	99	0	98	505	508	493	4	4	7	12	13	21	65	68	62	19	16	10
Limited English Proficient Students	NC	269	12556	NC	0	100	NC	431	436	NC	20	24	NC	40	40	NC	39	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	36	798	38662	95	0	96	470	474	468	18	14	16	21	29	32	55	54	49	6	4	3
Non-Economically Disadvantaged	81	1914	40315	100	0	100	511	509	498	1	2	5	11	10	15	67	70	66	21	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	116	2708	78750	99	100	99	522	516	500	4	4	6	20	21	29	72	71	63	5	3	2
All Students (Prior Year)	107	2748	75673	99	99	100	554	558	530	4	7	12	22	18	25	68	68	58	5	7	4
Female	63	1324	38586	98	100	99	532	531	515	2	2	4	16	13	22	76	79	71	7	5	3
Male	53	1382	40135	100	100	99	509	501	486	6	5	8	24	29	35	67	64	56	2	2	1
African American	NC	94	4081	NC	99	99	NC	495	488	NC	5	8	NC	20	32	NC	72	59	NC	3	2
Hispanic	23	562	31841	100	100	99	475	485	483	5	9	8	45	36	36	50	54	55	0	1	1
Asian/Pacific Islander	NC	81	1802	NC	99	98	NC	530	533	NC	3	2	NC	13	16	NC	79	75	NC	5	7
American Indian/Alaskan Native	NC	32	4586	NC	100	100	NC	515	481	NC	7	8	NC	14	37	NC	79	54	NC	0	1
White	81	1939	36440	99	100	99	530	524	516	4	2	3	14	18	22	75	76	71	7	4	4
Students with Disabilities	15	395	10622	100	100	100	450	441	415	23	13	21	46	47	50	31	40	28	0	1	1
Students without Disabilities	101	2313	68196	98	98	98	531	528	513	1	2	3	16	17	25	78	77	69	5	4	3
Limited English Proficient Students	NC	269	12504	NC	100	100	NC	444	451	NC	13	12	NC	41	44	NC	45	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	36	797	38558	95	94	96	489	487	485	12	9	8	30	35	37	55	55	54	3	1	1
Non-Economically Disadvantaged	80	1911	40260	100	100	100	536	527	514	0	2	3	15	16	21	80	78	72	5	5	4

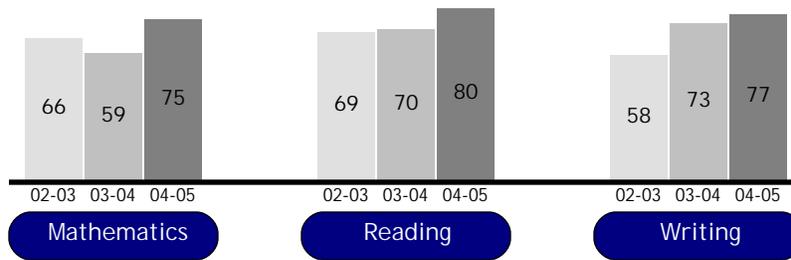
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	54	61	50	97	54	NA	58	100	53	55	47
	Language	98	47	54	43	99	53	59	50	100	48	55	47
	Mathematics	98	66	67	57	98	63	68	64	100	47	56	50
3	Reading	98	69	60	47	98	61	NA	55	99	57	56	44
	Language	98	68	64	54	99	63	69	61	99	53	55	44
	Mathematics	98	67	66	54	99	69	69	61	99	51	60	51
4	Reading	98	59	65	52	100	67	NA	56	99	57	58	48
	Language	100	62	60	48	100	62	63	52	99	58	57	49
	Mathematics	99	66	69	57	100	66	72	61	99	58	61	53
5	Reading	98	68	64	50	96	71	NA	55	100	57	58	50
	Language	100	64	58	46	98	63	60	49	100	57	59	50
	Mathematics	100	72	69	57	99	72	72	63	99	55	57	49
6	Reading	98	77	67	53	100	65	NA	56	100	59	61	51
	Language	97	63	60	45	100	56	61	48	100	57	57	47
	Mathematics	96	82	74	62	100	74	76	66	100	61	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/](http://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

- 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	3.50	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	139
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Labs - iMac and laptop
- ü Multipurpose Performance Building
- ü Large playing field
- ü Library with additional computers

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
- ü Established crisis intervention program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Hidden Hills was the recipient of the Arizona State PTA's Phoebe Apperson Hearst Award for community involvement and volunteerism, based on student involvement with the local food bank and retirement home.
  
- 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 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>	10	12	12	17
Transfers In Rate <sup>6</sup>	23	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	1	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>	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 motto, Hidden Hills Family- be in it! involves all parties to take an active role in the safety of our children. We have a developed 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. In addition, As part of our Long Range Plan, our school community is researching a discipline plan based on positive character education traits.

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) :

2

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	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	Gayle Brideau/Elaina West	(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.

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.