

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Highly Performing
2004-05	Highly Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Ms. Lynette Geake
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : www.pvschools.net
 Phone Number : (602) 493-6270
 Fax Number : (602) 493-6272
 E-mail : lgeake@pvschools.net

Mission

Our mission is to guide students to reach their full learning potential. We will work together to create a safe learning environment which empowers children and provides learning opportunities with high academic standards, positive self-image, and empathy for others. Hidden Hills Elementary School will provide the educational foundation necessary for its students to lead productive lives.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	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

- ü To continue to promote excellence in teaching and learning for everyone. This will be accomplished by linking curriculum to the Arizona State Standards, by using the Six Traits Writing program and effective, research based professional development
- ü To promote positive emotional, physical, social and cultural development. We are currently developing a Positive Behavior Intervention and Support discipline system, based on current research and the needs of our school population.
- ü To effectively enhance communication and utilize collaborative processes, including communication with all stakeholders, with an emphasis on the communication between school and home. Our website includes various links to relevant educational sites.
- ü Our motto, 'Hidden Hills Family, be in it!' includes involving the family with the school. We offer a variety of opportunities for family involvement including parent education, family fun nights, and partnerships with local agencies.

Enrollment

October 1, 2005 School Year Student Enrollment : 687
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 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 Accelerated Reader
- 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 :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Our responsibility is to create a safe environment which builds positive self-esteem; to set high expectations and assure success for all; to provide differentiated instruction to meet individual student needs; to increase instructional time-on-task; and to integrate curriculum to meet the Arizona State Standards.

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)	1997
Ü Mayor's Partnership Award for Community Involvement	2003
Ü Arizona PTA Educator of the Year Award (6 Teachers)	2006
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	90	2516	80010	100	99	99	450	464	447	4	7	10	19	13	18	63	51	53	13	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1236	38935	100	100	99	442	462	447	8	7	9	23	13	19	56	54	55	13	27	17
Male	51	1279	40974	100	98	98	455	465	448	2	7	11	16	13	18	69	48	52	14	32	19
African American	NC	88	4201	NC	100	99	NC	447	430	NC	11	17	NC	17	23	NC	60	51	NC	11	9
Hispanic	15	556	34545	100	99	99	435	427	432	20	21	14	7	24	24	73	46	53	NA	9	9
Asian/Pacific Islander	NC	95	2068	NC	99	99	NC	483	474	NC	2	4	NC	9	10	NC	48	50	NC	40	36
American Indian/Alaskan Native	NC	14	3979	NC	100	96	NC	435	424	NC	NA	17	NC	50	30	NC	43	47	NC	7	6
White	60	1762	35142	100	99	99	453	475	465	2	3	5	22	9	11	60	52	56	17	36	28
Students with Disabilities	10	347	10161	100	93	93	NA	440	419	NA	16	28	NA	28	28	NA	39	36	NA	17	8
Students without Disabilities	80	2169	69849	100	100	100	454	467	451	4	5	7	14	11	17	68	53	56	15	31	19
Limited English Proficient Students	NC	244	14013	NC	97	97	NC	395	413	NC	41	24	NC	36	34	NC	23	39	NC	0	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	12	599	39029	100	99	98	432	437	432	8	14	14	25	21	25	58	52	52	8	13	9
Non-Economically Disadvantaged	78	1917	40981	100	99	100	452	472	462	4	5	6	18	10	13	64	50	54	14	35	27

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	90	2495	79438	100	98	98	459	466	451	6	7	9	19	15	24	68	60	56	8	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1227	38775	100	99	99	462	471	457	3	6	7	21	14	22	67	60	58	10	20	13
Male	51	1267	40560	100	97	97	457	462	446	8	9	12	18	16	25	69	61	54	6	15	9
African American	NC	88	4178	NC	100	98	NC	457	439	NC	10	13	NC	19	29	NC	58	52	NC	13	6
Hispanic	15	550	34297	100	98	98	441	426	434	13	23	14	20	29	31	67	44	50	NA	4	5
Asian/Pacific Islander	NC	95	2063	NC	99	99	NC	477	475	NC	2	3	NC	8	15	NC	71	63	NC	19	20
American Indian/Alaskan Native	NC	13	3940	NC	100	95	NC	442	429	NC	8	14	NC	31	36	NC	62	47	NC	NA	3
White	60	1748	34887	100	98	98	461	479	471	3	3	4	23	11	15	65	65	63	8	22	18
Students with Disabilities	10	329	9588	100	88	88	NA	438	416	NA	20	30	NA	29	32	NA	41	34	NA	10	5
Students without Disabilities	80	2166	69850	100	100	100	465	470	456	1	5	7	16	13	23	74	63	59	9	18	12
Limited English Proficient Students	NC	239	13856	NC	95	96	NC	385	407	NC	49	27	NC	38	43	NC	13	29	NC	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	12	588	38685	100	97	97	444	437	435	17	17	14	17	26	32	67	52	50	NA	6	5
Non-Economically Disadvantaged	78	1907	40753	100	99	99	461	475	467	4	5	5	19	12	16	68	63	62	9	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	2525	79971	100	99	99	448	446	423	2	4	8	28	27	41	69	63	49	1	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1240	38974	100	100	99	460	459	437	NA	2	5	21	21	33	77	68	57	3	9	4
Male	51	1284	40895	100	99	98	440	433	410	4	6	10	33	33	47	63	58	41	NA	3	2
African American	NC	87	4203	NC	99	99	NC	426	411	NC	5	11	NC	40	45	NC	53	43	NC	2	2
Hispanic	15	556	34481	100	99	99	431	409	410	7	12	10	40	41	46	53	46	43	NA	1	1
Asian/Pacific Islander	NC	94	2067	NC	98	99	NC	466	449	NC	NA	4	NC	21	28	NC	66	60	NC	13	8
American Indian/Alaskan Native	NC	14	3995	NC	100	96	NC	436	409	NC	NA	10	NC	43	47	NC	57	42	NC	NA	1
White	60	1773	35150	100	99	99	449	457	437	2	2	5	32	23	35	65	69	56	2	7	5
Students with Disabilities	10	361	10258	100	97	94	NA	408	377	NA	13	23	NA	42	51	NA	43	25	NA	2	1
Students without Disabilities	80	2164	69713	100	100	100	451	451	429	NA	3	5	30	25	39	69	66	52	1	6	3
Limited English Proficient Students	NC	241	13985	NC	96	97	NC	369	382	NC	22	18	NC	59	54	NC	19	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	12	602	38994	100	99	98	424	415	409	8	9	10	42	44	47	50	45	41	NA	2	1
Non-Economically Disadvantaged	78	1923	40977	100	99	100	452	455	437	1	3	5	26	22	34	72	68	56	1	7	5

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

4th 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	82	2517	80147	99	99	99	479	502	482	7	7	11	13	10	17	62	46	49	17	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1217	39281	100	99	99	480	503	483	7	6	9	14	11	17	61	45	50	18	38	24
Male	38	1297	40780	97	99	98	477	502	482	8	7	12	13	9	17	63	47	48	16	37	24
African American	NC	87	4249	NC	98	99	NC	475	464	NC	13	17	NC	16	22	NC	56	48	NC	15	13
Hispanic	15	554	33494	94	98	99	445	470	466	27	16	15	13	20	23	60	45	49	NA	19	14
Asian/Pacific Islander	NC	79	2103	NC	100	99	NC	525	515	NC	1	4	NC	3	8	NC	51	44	NC	46	45
American Indian/Alaskan Native	NC	34	4117	NC	97	96	NC	474	456	NC	24	19	NC	6	27	NC	56	46	NC	15	8
White	55	1761	36122	100	99	99	492	514	501	NA	3	5	11	6	10	65	46	50	24	45	35
Students with Disabilities	10	375	10295	100	95	92	NA	461	443	NA	24	33	NA	20	26	NA	40	33	NA	16	8
Students without Disabilities	72	2142	69852	99	100	100	485	509	488	4	4	7	10	8	16	67	47	51	19	41	26
Limited English Proficient Students	NC	198	12722	NC	98	97	NC	428	441	NC	37	27	NC	32	33	NC	29	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	12	610	38371	92	97	97	461	470	465	17	15	15	8	19	23	75	50	49	NA	16	13
Non-Economically Disadvantaged	70	1907	41776	100	100	100	482	513	498	6	4	6	14	7	11	60	45	49	20	44	33

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	82	2496	79686	99	98	98	475	488	470	7	7	11	18	14	24	67	63	57	7	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1211	39163	100	99	99	480	494	475	5	6	9	16	12	22	70	63	60	9	19	10
Male	38	1282	40438	97	97	97	468	483	465	11	9	13	21	16	25	63	63	54	5	12	7
African American	NC	86	4228	NC	97	98	NC	470	458	NC	13	15	NC	17	28	NC	58	53	NC	12	4
Hispanic	15	549	33299	94	97	98	454	452	452	20	22	17	20	28	32	60	45	47	NA	5	3
Asian/Pacific Islander	NC	79	2097	NC	100	99	NC	505	490	NC	NA	5	NC	5	13	NC	81	68	NC	14	14
American Indian/Alaskan Native	NC	34	4087	NC	97	96	NC	467	446	NC	12	16	NC	29	38	NC	53	44	NC	6	2
White	55	1746	35914	100	98	98	485	500	489	4	3	5	13	9	15	73	68	67	11	19	14
Students with Disabilities	10	353	9808	100	89	87	NA	451	432	NA	25	35	NA	27	32	NA	42	30	NA	6	3
Students without Disabilities	72	2143	69878	99	100	100	480	494	475	4	4	8	17	12	23	71	67	61	8	17	9
Limited English Proficient Students	NC	195	12594	NC	97	96	NC	408	422	NC	51	34	NC	36	45	NC	12	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	12	601	38095	92	96	97	449	454	452	17	19	17	25	26	32	58	50	48	NA	5	3
Non-Economically Disadvantaged	70	1895	41591	100	99	99	479	499	486	6	4	6	17	10	16	69	67	65	9	19	13

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	82	2507	80372	99	99	99	492	500	475	4	3	4	16	16	30	74	75	64	6	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1217	39452	100	99	99	513	511	488	NA	2	3	5	11	22	89	79	72	7	9	3
Male	38	1287	40836	97	98	98	468	490	464	8	3	6	29	21	37	58	72	56	5	4	1
African American	NC	87	4264	NC	98	99	NC	495	465	NC	2	5	NC	18	35	NC	77	59	NC	2	1
Hispanic	15	551	33608	94	98	99	454	467	462	13	7	6	20	30	36	67	62	57	NA	1	1
Asian/Pacific Islander	NC	79	2098	NC	100	99	NC	520	500	NC	NA	2	NC	8	16	NC	80	75	NC	13	7
American Indian/Alaskan Native	NC	34	4128	NC	97	97	NC	494	464	NC	3	4	NC	21	39	NC	74	56	NC	3	1
White	55	1754	36213	100	99	99	503	510	489	2	1	2	15	12	22	75	79	72	9	8	3
Students with Disabilities	10	370	10526	100	94	94	NA	455	427	NA	9	15	NA	43	53	NA	46	31	NA	1	1
Students without Disabilities	72	2137	69846	99	100	100	503	508	482	3	1	3	8	12	26	82	80	69	7	7	2
Limited English Proficient Students	NC	193	12747	NC	96	97	NC	416	432	NC	17	12	NC	53	52	NC	31	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	12	608	38521	92	97	98	453	468	461	17	7	6	17	31	38	67	61	55	NA	2	1
Non-Economically Disadvantaged	70	1899	41851	100	99	100	499	511	489	1	1	3	16	12	22	76	80	72	7	8	4

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	87	2706	79306	100	99	99	518	519	504	7	8	13	10	15	20	57	50	49	25	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1326	38845	97	99	99	523	519	505	5	7	11	11	16	20	51	52	50	32	25	18
Male	50	1379	40383	100	99	98	513	520	504	8	9	14	10	15	19	62	49	47	20	28	19
African American	NC	80	4171	NC	99	98	NC	498	485	NC	9	20	NC	30	26	NC	45	44	NC	16	10
Hispanic	15	622	32673	100	100	99	473	485	487	33	18	18	13	30	25	47	42	46	7	10	10
Asian/Pacific Islander	NC	75	2147	NC	99	99	NC	538	539	NC	1	5	NC	11	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	--	35	4034	--	100	97	--	500	479	--	11	22	--	29	29	--	49	43	--	11	7
White	65	1893	36234	97	99	99	526	531	523	2	5	6	9	10	13	60	53	52	29	33	28
Students with Disabilities	11	358	10286	100	95	91	489	477	462	27	32	41	9	23	27	45	37	27	18	9	5
Students without Disabilities	76	2348	69020	100	100	100	522	525	510	4	4	9	11	14	18	59	52	52	26	29	21
Limited English Proficient Students	NC	182	10291	NC	99	96	NC	450	458	NC	45	38	NC	38	34	NC	16	26	NC	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	709	37437	NC	99	97	NC	489	486	NC	16	19	NC	28	26	NC	45	46	NC	11	9
Non-Economically Disadvantaged	79	1997	41869	100	100	100	521	530	521	6	5	7	8	11	14	59	52	51	27	32	27

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	87	2702	79000	100	99	98	507	503	489	6	7	10	13	17	24	66	63	58	16	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1321	38774	97	99	99	521	510	494	3	5	7	5	15	22	65	64	61	27	16	10
Male	50	1380	40150	100	99	98	496	497	485	8	9	12	18	18	25	66	62	55	8	12	8
African American	NC	80	4153	NC	99	98	NC	493	476	NC	3	13	NC	29	30	NC	59	53	NC	10	4
Hispanic	15	623	32508	100	100	98	468	469	472	13	17	15	40	34	33	40	47	49	7	3	3
Asian/Pacific Islander	NC	75	2142	NC	99	99	NC	514	510	NC	4	4	NC	15	14	NC	63	67	NC	19	16
American Indian/Alaskan Native	--	35	4016	--	100	96	--	480	467	--	9	14	--	29	37	--	57	46	--	6	2
White	65	1888	36135	97	99	98	515	515	508	5	4	4	8	10	14	69	68	67	18	18	15
Students with Disabilities	11	352	9991	100	94	88	475	464	449	9	25	33	45	29	36	45	41	29	NA	5	2
Students without Disabilities	76	2350	69009	100	100	100	511	509	495	5	4	6	8	15	22	68	66	62	18	15	10
Limited English Proficient Students	NC	182	10199	NC	99	95	NC	426	439	NC	55	35	NC	34	47	NC	10	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	708	37234	NC	99	97	NC	476	472	NC	14	15	NC	32	33	NC	49	50	NC	4	3
Non-Economically Disadvantaged	79	1994	41766	100	99	99	510	513	505	5	4	5	11	11	16	66	67	65	18	17	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	87	2704	79611	100	99	99	506	516	496	2	4	7	33	24	37	63	70	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1330	39016	97	100	99	529	529	511	NA	3	4	22	17	29	76	77	66	3	3	1
Male	50	1373	40519	100	99	98	490	505	482	4	6	10	42	31	44	54	62	46	NA	1	0
African American	NC	80	4188	NC	99	98	NC	514	486	NC	4	9	NC	24	40	NC	70	50	NC	3	0
Hispanic	15	620	32855	100	99	99	478	488	481	7	8	10	53	39	43	33	52	47	7	1	0
Asian/Pacific Islander	NC	76	2149	NC	100	100	NC	529	519	NC	4	4	NC	16	24	NC	75	70	NC	5	2
American Indian/Alaskan Native	--	35	3992	--	100	96	--	502	478	--	3	10	--	31	46	--	66	44	--	NA	0
White	65	1892	36380	97	99	99	516	526	511	2	3	4	26	20	30	72	75	65	NA	2	1
Students with Disabilities	11	359	10664	100	96	94	464	463	440	9	18	23	82	45	54	9	35	22	NA	2	1
Students without Disabilities	76	2345	68947	100	100	100	513	524	504	1	2	4	26	21	34	71	75	61	1	2	1
Limited English Proficient Students	NC	181	10362	NC	99	97	NC	425	438	NC	24	22	NC	62	57	NC	14	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	706	37626	NC	98	98	NC	489	479	NC	8	10	NC	38	45	NC	53	45	NC	1	0
Non-Economically Disadvantaged	79	1998	41985	100	100	100	511	526	511	1	3	4	30	19	30	67	76	65	1	3	1

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

6th 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	111	2629	79327	100	99	98	528	535	518	11	10	19	14	15	20	57	52	46	19	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1291	38961	100	99	98	537	538	520	8	9	16	10	15	20	55	54	48	27	23	16
Male	51	1337	40295	100	99	97	517	533	516	14	12	21	18	15	19	59	51	44	10	22	16
African American	NC	90	4247	NC	100	98	NC	509	499	NC	20	27	NC	19	24	NC	51	41	NC	10	8
Hispanic	20	546	32327	100	99	98	490	503	499	35	23	27	20	25	25	35	44	41	10	8	8
Asian/Pacific Islander	NC	84	1939	NC	99	99	NC	558	556	NC	4	6	NC	10	10	NC	55	47	NC	32	36
American Indian/Alaskan Native	NC	29	4391	NC	100	96	NC	512	489	NC	17	32	NC	17	27	NC	55	36	NC	10	4
White	79	1879	36373	100	99	98	537	545	538	5	6	10	10	12	14	65	55	52	20	27	25
Students with Disabilities	12	343	9321	100	94	87	482	482	467	50	38	54	17	27	22	25	30	21	8	5	3
Students without Disabilities	99	2286	70006	100	100	100	533	543	524	6	6	14	13	13	19	61	56	49	20	25	18
Limited English Proficient Students	NC	132	9431	NC	99	95	NC	456	466	NC	59	53	NC	30	27	NC	11	18	NC	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	20	618	37097	100	98	97	522	504	498	10	21	27	20	24	25	55	48	41	15	7	7
Non-Economically Disadvantaged	91	2011	42230	100	99	99	529	545	535	11	7	11	12	12	15	57	53	50	20	27	24

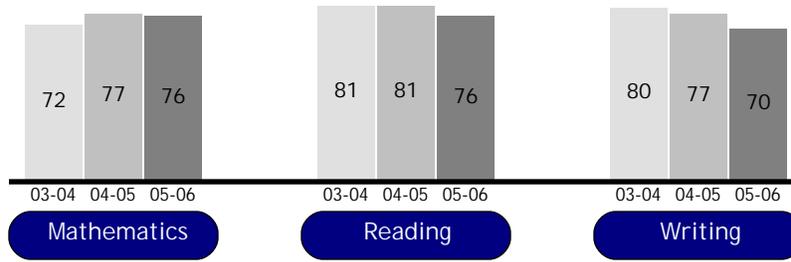
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	2634	79501	100	99	98	510	513	497	5	6	10	22	17	25	68	70	60	5	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1296	39062	100	100	99	519	519	502	3	4	8	18	15	23	68	72	64	10	10	5
Male	51	1337	40368	100	99	98	499	507	491	6	8	13	25	19	27	69	69	57	NA	5	3
African American	NC	90	4279	NC	100	99	NC	496	485	NC	14	14	NC	18	30	NC	64	54	NC	3	2
Hispanic	20	545	32389	100	99	98	474	482	478	10	15	16	55	34	34	35	48	48	NA	3	1
Asian/Pacific Islander	NC	84	1936	NC	99	99	NC	527	519	NC	1	3	NC	12	14	NC	77	73	NC	10	9
American Indian/Alaskan Native	NC	29	4401	NC	100	96	NC	493	473	NC	10	17	NC	21	40	NC	69	43	NC	NA	1
White	79	1885	36446	100	100	99	521	522	516	4	3	4	10	12	15	78	76	73	8	9	7
Students with Disabilities	12	349	9411	100	96	88	457	468	453	25	24	36	42	34	36	33	41	26	NA	1	1
Students without Disabilities	99	2285	70090	100	100	100	516	519	502	2	3	7	19	14	24	73	75	65	6	8	5
Limited English Proficient Students	NC	130	9401	NC	97	94	NC	433	443	NC	52	40	NC	41	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	20	620	37183	100	99	97	507	485	479	NA	14	16	25	29	34	75	55	49	NA	2	1
Non-Economically Disadvantaged	91	2014	42318	100	100	99	511	521	513	5	3	5	21	13	17	67	75	70	7	9	7

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	111	2642	80000	100	100	99	597	587	564	NA	1	3	4	6	11	73	74	75	23	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1295	39288	100	100	99	612	602	579	NA	1	2	3	3	6	60	71	77	37	26	16
Male	51	1346	40644	100	100	98	579	572	549	NA	2	4	4	9	15	88	78	74	8	11	7
African American	NC	92	4307	NC	100	99	NC	571	551	NC	3	4	NC	10	13	NC	77	75	NC	10	7
Hispanic	20	549	32672	100	99	99	577	561	548	NA	3	4	5	10	14	85	81	76	10	6	6
Asian/Pacific Islander	NC	85	1945	NC	100	99	NC	611	592	NC	NA	1	NC	1	4	NC	66	69	NC	33	25
American Indian/Alaskan Native	NC	29	4424	NC	100	97	NC	565	549	NC	3	3	NC	7	14	NC	86	77	NC	3	5
White	79	1886	36602	100	100	99	602	594	579	NA	1	2	4	5	7	70	73	75	27	22	16
Students with Disabilities	12	357	9919	100	98	93	537	535	505	NA	4	9	25	26	35	75	67	54	NA	2	2
Students without Disabilities	99	2285	70081	100	100	100	604	594	571	NA	1	2	1	3	7	73	75	79	26	21	12
Limited English Proficient Students	NC	129	9571	NC	96	96	NC	489	502	NC	14	10	NC	30	29	NC	56	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	20	620	37534	100	99	98	583	561	547	NA	2	4	10	11	15	80	80	76	10	6	5
Non-Economically Disadvantaged	91	2022	42466	100	100	100	600	594	578	NA	1	2	2	4	7	71	73	75	26	22	16

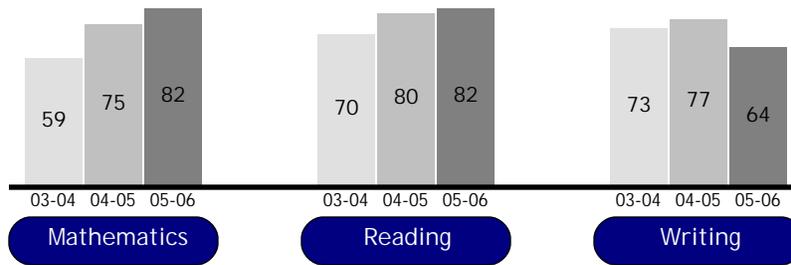
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	54	NA	58	100	53	55	47	100	61	56	46
	Language	99	53	59	50	100	48	55	47	100	59	58	48
	Mathematics	98	63	68	64	100	47	56	50	100	50	58	52
3	Reading	98	61	NA	55	99	57	56	44	100	59	61	46
	Language	99	63	69	61	99	53	55	44	100	52	58	46
	Mathematics	99	69	69	61	99	51	60	51	100	59	63	52
4	Reading	100	67	NA	56	99	57	58	48	99	58	65	52
	Language	100	62	63	52	99	58	57	49	99	54	65	52
	Mathematics	100	66	72	61	99	58	61	53	99	59	70	58
5	Reading	96	71	NA	55	100	57	58	50	100	72	65	56
	Language	98	63	60	49	100	57	59	50	100	65	65	54
	Mathematics	99	72	72	63	99	55	57	49	100	61	63	52
6	Reading	100	65	NA	56	100	59	61	51	100	63	67	56
	Language	100	56	61	48	100	57	57	47	100	58	61	50
	Mathematics	100	74	76	66	100	61	62	52	100	68	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 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	4.00

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	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	259
Teachers with Emergency Certification.	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 Computers -iMac, laptop and DANA
- 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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	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

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 implementing a discipline plan based on positive character education traits.

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) :

1

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	Doug Curry	(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 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 100 Copies = \$39.00

** 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.