

Peoria Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

11501 N. 79th Avenue, Peoria, AZ 85345

Peoria Unified School 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 *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

Year 2

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Karl F. Maynes
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-8
2003 Enrollment : 785
Web Address : www.peoriaud.k12.az.us
Phone Number : (623) 412-4450
Fax Number : (623) 412-4458
E-mail : fmaynes@peoriaud.k12.az.us

Mission

Through the cooperative efforts of parents, community, staff and students, Peoria Elementary School is dedicated to ensure a safe, supportive environment for successful learning. We will empower students to be productive citizens in a global society.

School / Academic Goals

- ü Student achievement in language will increase. Teachers will incorporate writing across all content areas and enhance student writing through the use of computer technology.
- ü Student achievement in mathematics will increase. Teachers will pace math instruction to ensure key concepts are introduced prior to the evaluation process. Teachers will incorporate math problem-solving strategies across content areas.

Instructional Programs

- ü At-risk Preschool
- ü English Immersion
- ü Soar To Success
- ü On-site Special Education

Enrollment

October 1, 2002 School Year Student Enrollment : 878
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 44

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/11/2003
Last Day of School : 5/20/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Budget
- Ü Program Development
- Ü Student Programs
- Ü School Needs

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	46.00
Other Professional Staff	4.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	0	0	1
4 to 6 years	8	2	0	1
7 to 9 years	5	1	0	0
10 or more years	28	11	0	0

Shared Responsibilities

School

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment and the best opportunities to learn. Inviting parents to be informed and active participants in their child's education.

Parents

Parents have the responsibility to act in partnership with the school and to work cooperatively with staff members. This includes supporting student attendance; monitoring assignments; modeling positive attitudes; and fostering respect of rules.

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü K-6 Computer Lab

Extracurricular Activities

- Ü Pirate Production Newspaper
- Ü National Junior Honor Society
- Ü Student Council
- Ü Sports

Social Services

- Ü Crisis Intervention
- Ü Health Services
- Ü Lunch Program
- Ü Breakfast Program

Transportation Policy

Transportation is provided to all eligible students who reside within the attendance boundary but beyond one mile of Peoria Elementary School. Additionally, transportation services are provided for eligible special education students as noted in IEP.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü The North Central Association accreditation visitation was completed in the fall of 1998.

ü Wells Fargo Grant. PEEF Grant.

School Honors

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

Award/Honor	Year
ü Teacher of the Year	2001
ü Silver Apple Award	2003
ü Pride of Peoria Award Recognition	2001
ü Kellis Ldshp. in Teaching Award Winner	1999

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	12	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	6	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	61	59
Grades 3-4	66	71
Grades 4-5	68	79
Grades 5-6	84	78
Grades 6-7	70	76
Grades 7-8	80	62

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 2002-03. 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 2003. 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. 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).

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	92	2731	75372	100	100	101	525	529	523	6	5	9	27	23	25	36	41	36	31	31	30
All Students (Prior Year)	91	2609	70809	NA	NA	NA	495	528	518	18	5	11	33	23	27	40	41	35	9	31	27
Female	48	1343	36901	102	98	101	530	530	524	2	4	8	28	23	25	37	41	36	33	31	31
Male	44	1387	38385	98	101	101	520	528	523	10	6	9	25	23	24	35	41	36	30	31	30
African American	NC	118	3589	NC	94	96	NC	512	501	NC	9	18	NC	37	33	NC	39	33	NC	15	16
Hispanic	34	552	29103	100	100	99	508	512	510	12	10	12	38	34	31	31	39	36	19	18	20
Asian/Pacific Islander	NC	90	1574	NC	99	96	NC	543	549	NC	5	3	NC	20	14	NC	30	34	NC	45	48
American Indian/Alaskan Native	NC	33	5086	NC	97	114	NC	515	491	NC	8	22	NC	29	38	NC	33	28	NC	29	12
White	46	1913	34597	100	99	98	538	534	535	2	3	4	20	20	20	37	43	38	41	34	38
Students with Disabilities	NC	247	8057	NC	73	99	NC	507	496	NC	16	23	NC	30	31	NC	34	28	NC	19	17
Students without Disabilities	88	2484	67315	105	104	101	529	529	525	4	4	8	26	23	24	38	41	37	33	31	31
Limited English Proficient Students	15	189	16925	107	106	112	484	505	482	17	11	27	67	46	40	17	30	26	0	13	7
Migrant Students	NC	NC	869				NC	NC	501	NC	NC	17	NC	NC	30	NC	NC	39	NC	NC	14
Economically Disadvantaged	35	205	26325				494	492	504	11	11	15	50	51	34	36	33	33	4	5	18
Non-Economically Disadvantaged	57	2526	49047				541	531	530	4	4	6	15	21	21	36	42	37	45	33	35

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	92	2716	75221	100	99	101	519	526	523	11	5	8	14	15	16	60	60	56	14	20	21
All Students (Prior Year)	90	2610	70860	NA	NA	NA	511	531	524	11	4	9	19	12	17	57	53	45	13	32	30
Female	48	1338	36833	102	98	100	525	529	526	5	3	6	19	15	15	63	60	56	14	23	23
Male	44	1378	38319	98	100	101	513	522	520	18	7	9	10	16	17	58	60	56	15	18	18
African American	NC	116	3597	NC	92	97	NC	512	510	NC	11	14	NC	21	22	NC	58	53	NC	11	11
Hispanic	34	553	29019	100	100	99	505	516	513	15	8	12	15	23	21	65	54	55	4	14	13
Asian/Pacific Islander	NC	90	1572	NC	99	95	NC	536	536	NC	3	2	NC	13	9	NC	59	57	NC	25	31
American Indian/Alaskan Native	NC	34	5071	NC	100	114	NC	518	502	NC	4	20	NC	20	27	NC	60	46	NC	16	8
White	46	1900	34543	100	98	97	525	529	531	9	4	4	13	13	12	57	61	58	22	22	26
Students with Disabilities	NC	248	8006	NC	73	99	NC	509	505	NC	14	22	NC	27	23	NC	49	42	NC	10	13
Students without Disabilities	88	2468	67215	105	103	101	522	526	524	8	5	7	15	15	16	63	60	56	15	20	21
Limited English Proficient Students	15	189	16853	107	106	112	493	503	489	17	19	29	33	26	36	50	47	32	0	9	3
Migrant Students	NC	NC	866				NC	NC	503	NC	NC	19	NC	NC	23	NC	NC	49	NC	NC	8
Economically Disadvantaged	35	204	26256				495	494	509	25	19	14	25	36	24	50	44	51	0	1	11
Non-Economically Disadvantaged	57	2512	48965				531	528	528	4	4	5	9	14	13	65	61	58	22	21	24

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	92	2701	73654	100	99	99	528	533	530	8	5	9	10	11	13	75	78	70	7	6	7
All Students (Prior Year)	88	2434	68592	NA	NA	NA	521	550	542	15	4	9	9	8	12	73	72	63	3	16	16
Female	48	1338	36239	102	98	99	536	539	537	5	3	7	7	8	11	74	81	72	14	8	10
Male	44	1363	37301	98	99	98	519	526	523	13	7	12	13	13	15	75	75	68	0	4	5
African American	NC	117	3488	NC	93	94	NC	523	515	NC	10	16	NC	12	18	NC	74	62	NC	3	4
Hispanic	34	541	28348	100	98	96	515	524	520	12	8	13	19	16	17	69	73	65	0	3	5
Asian/Pacific Islander	NC	89	1558	NC	98	95	NC	543	547	NC	1	3	NC	8	8	NC	82	76	NC	8	13
American Indian/Alaskan Native	NC	33	4947	NC	97	111	NC	529	507	NC	4	22	NC	8	22	NC	80	53	NC	8	3
White	46	1893	33924	100	98	96	533	535	537	7	4	5	4	10	10	80	79	75	9	7	9
Students with Disabilities	NC	244	7306	NC	72	90	NC	521	506	NC	19	24	NC	8	20	NC	69	52	NC	4	4
Students without Disabilities	88	2457	66348	105	102	100	532	533	531	5	5	8	10	11	13	78	78	71	8	6	8
Limited English Proficient Students	15	186	16422	107	104	109	502	510	495	17	18	30	17	20	27	67	61	43	0	2	0
Migrant Students	NC	10	849				NC	488	511	NC	25	19	NC	25	22	NC	50	56	NC	0	4
Economically Disadvantaged	35	204	25711				506	501	514	18	19	16	7	23	19	75	58	61	0	1	3
Non-Economically Disadvantaged	57	2497	47943				539	535	535	4	4	7	11	10	11	75	79	74	11	6	9

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	96	2885	76230	97	100	101	519	508	498	4	6	12	32	37	38	11	13	12	54	45	37
All Students (Prior Year)	83	2848	72888	NA	NA	NA	472	497	494	17	10	14	58	42	40	9	14	12	16	34	34
Female	39	1398	37247	95	99	100	516	510	500	5	4	11	30	37	40	14	13	13	51	46	37
Male	57	1484	38725	98	100	101	521	507	497	2	7	14	33	37	37	8	13	12	56	43	37
African American	NC	140	3594	NC	94	96	NC	490	476	NC	10	22	NC	51	46	NC	12	11	NC	27	21
Hispanic	45	630	28100	94	98	98	511	499	482	6	7	18	36	46	47	6	13	11	53	35	24
Asian/Pacific Islander	NC	81	1447	NC	99	95	NC	525	527	NC	3	5	NC	25	26	NC	12	11	NC	60	58
American Indian/Alaskan Native	NC	39	5292	NC	100	113	NC	499	463	NC	9	31	NC	47	47	NC	9	8	NC	35	14
White	39	1964	35389	98	99	96	527	512	514	3	5	6	26	34	32	16	13	14	55	48	48
Students with Disabilities	NC	244	9022	NC	91	105	NC	461	465	NC	36	31	NC	39	43	NC	3	8	NC	21	17
Students without Disabilities	94	2641	67208	96	101	100	520	510	500	2	5	12	32	37	38	11	13	12	55	45	38
Limited English Proficient Students	10	159	14826	91	105	113	NA	482	460	NA	6	31	NA	56	51	NA	19	8	NA	19	10
Migrant Students	NC	15	837				NC	528	478	NC	0	19	NC	25	51	NC	25	8	NC	50	21
Economically Disadvantaged	12	100	25037				474	462	477	14	18	21	43	68	47	14	7	11	29	7	21
Non-Economically Disadvantaged	84	2785	51193				523	510	507	3	5	9	31	36	35	10	13	13	56	46	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	97	2864	76202	98	99	101	505	508	505	15	13	19	26	23	24	49	52	46	9	13	11
All Students (Prior Year)	82	2848	72779	NA	NA	NA	499	507	505	30	15	21	26	20	20	30	50	43	13	15	15
Female	40	1396	37231	98	99	100	510	511	507	11	9	16	24	22	24	54	54	48	11	16	13
Male	57	1465	38718	98	99	101	501	505	503	19	16	22	27	24	24	46	49	44	8	11	10
African American	NC	139	3600	NC	93	97	NC	501	497	NC	21	28	NC	30	29	NC	40	39	NC	8	5
Hispanic	45	630	28090	94	98	98	501	504	497	14	16	28	43	28	30	31	47	37	11	9	5
Asian/Pacific Islander	NC	80	1443	NC	98	95	NC	517	515	NC	9	9	NC	12	19	NC	63	53	NC	15	19
American Indian/Alaskan Native	NC	38	5311	NC	97	113	NC	505	491	NC	15	38	NC	35	31	NC	47	28	NC	3	3
White	40	1952	35371	100	99	96	512	509	512	10	11	10	15	21	20	64	53	54	10	15	16
Students with Disabilities	NC	234	9097	NC	87	106	NC	497	493	NC	39	39	NC	25	27	NC	29	29	NC	7	5
Students without Disabilities	95	2630	67105	97	100	100	506	508	506	14	12	18	26	23	24	50	52	47	10	13	12
Limited English Proficient Students	11	158	14780	100	105	113	NA	499	486	NA	19	50	NA	25	32	NA	56	18	NA	0	1
Migrant Students	NC	14	832				NC	512	492	NC	0	36	NC	0	31	NC	100	31	NC	0	3
Economically Disadvantaged	13	99	24961				484	486	495	63	49	32	25	34	30	13	16	34	0	0	4
Non-Economically Disadvantaged	84	2765	51241				508	509	509	10	11	14	26	23	22	53	53	51	10	13	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	98	2862	74692	99	99	99	504	513	502	12	10	18	29	26	27	54	56	47	5	9	8
All Students (Prior Year)	79	2780	70710	NA	NA	NA	488	523	512	26	10	17	38	23	26	32	51	42	4	16	16
Female	40	1388	36710	98	98	99	513	522	509	11	6	14	19	22	26	65	61	50	5	11	10
Male	58	1472	37742	100	100	98	497	504	495	13	14	22	38	29	28	46	51	44	4	6	6
African American	NC	141	3516	NC	95	94	NC	505	487	NC	13	26	NC	34	31	NC	45	39	NC	9	4
Hispanic	46	631	27492	96	98	96	498	506	486	9	12	27	40	29	32	51	53	38	0	7	4
Asian/Pacific Islander	NC	80	1428	NC	98	94	NC	529	528	NC	8	8	NC	14	20	NC	60	54	NC	18	18
American Indian/Alaskan Native	NC	39	5166	NC	100	110	NC	495	470	NC	21	39	NC	24	32	NC	53	27	NC	3	2
White	40	1943	34785	100	98	94	513	515	517	10	9	10	23	25	23	56	57	56	10	9	11
Students with Disabilities	NC	231	8428	NC	86	98	NC	473	472	NC	40	38	NC	25	30	NC	35	29	NC	0	3
Students without Disabilities	96	2631	66264	98	100	99	504	514	503	12	9	17	29	26	27	54	56	48	5	9	8
Limited English Proficient Students	11	159	14363	100	105	109	NA	492	459	NA	19	47	NA	31	34	NA	44	19	NA	6	1
Migrant Students	NC	15	814				NC	552	475	NC	0	33	NC	0	37	NC	75	27	NC	25	2
Economically Disadvantaged	13	97	24507				445	467	480	38	30	31	63	54	33	0	17	33	0	0	3
Non-Economically Disadvantaged	85	2765	50185				510	514	511	9	9	13	26	25	24	60	57	53	5	9	10

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

8th 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	122	2987	71167	100	99	99	458	468	463	42	32	38	47	47	41	8	15	14	2	6	7
All Students (Prior Year)	98	2820	66213	NA	NA	NA	455	470	459	45	29	39	43	46	40	6	18	14	6	7	7
Female	65	1483	34825	98	98	99	458	466	462	42	32	38	49	49	42	7	15	14	2	4	6
Male	56	1500	36047	100	99	99	459	469	464	43	33	38	43	44	39	11	15	15	2	8	8
African American	11	153	3225	92	99	95	440	445	441	78	54	57	22	38	34	0	7	6	0	2	2
Hispanic	51	566	23643	96	96	97	452	456	445	49	44	53	46	40	37	5	13	8	0	2	2
Asian/Pacific Islander	--	85	1503	--	94	100	--	484	493	--	18	18	--	49	40	--	21	23	--	12	19
American Indian/Alaskan Native	NC	35	5161	NC	100	103	NC	470	435	NC	34	63	NC	41	30	NC	14	5	NC	10	2
White	57	2131	35245	106	99	95	463	471	476	35	29	26	53	49	45	9	16	19	4	7	10
Students with Disabilities	10	250	8095	100	88	104	415	429	426	75	69	69	25	28	25	0	1	5	0	1	1
Students without Disabilities	112	2737	63072	100	100	99	460	469	464	41	31	37	48	47	41	9	15	15	2	6	7
Limited English Proficient Students	11	113	10317	100	130	111	NA	409	426	NA	78	72	NA	22	25	NA	0	2	NA	0	1
Migrant Students	NC	NC	614				NC	NC	440	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	3
Economically Disadvantaged	--	24	17057				--	424	440	--	68	58	--	32	34	--	0	6	--	0	2
Non-Economically Disadvantaged	122	2963	54110				458	468	468	42	32	33	47	47	43	8	15	16	2	6	8

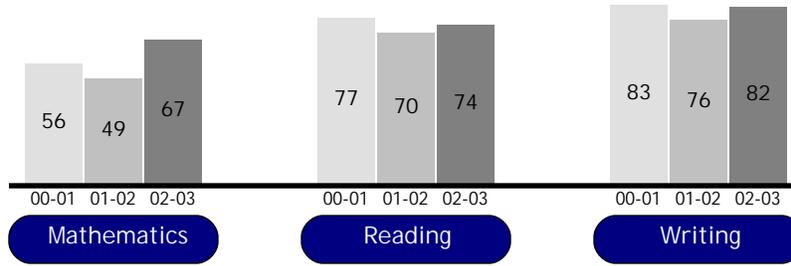
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	2981	71100	100	99	99	497	510	502	26	17	25	30	19	21	35	46	40	10	18	15
All Students (Prior Year)	100	2813	66144	NA	NA	NA	491	514	504	35	15	24	24	19	20	34	47	40	8	20	16
Female	65	1480	34801	98	98	99	502	513	505	22	13	21	32	20	22	31	49	42	15	18	15
Male	57	1498	36010	102	99	99	490	507	499	31	22	28	27	18	20	40	43	38	2	17	14
African American	11	154	3219	92	100	95	467	494	486	56	29	38	33	25	24	11	38	31	0	7	7
Hispanic	51	569	23630	96	97	96	495	502	485	28	23	37	31	22	25	31	41	32	10	14	6
Asian/Pacific Islander	--	86	1509	--	96	100	--	518	522	--	12	12	--	19	14	--	41	46	--	27	28
American Indian/Alaskan Native	NC	35	5144	NC	100	102	NC	503	478	NC	24	46	NC	21	24	NC	41	25	NC	14	5
White	57	2119	35198	106	98	95	503	513	515	19	15	15	30	18	18	40	48	47	11	19	21
Students with Disabilities	10	266	8121	100	94	105	436	470	470	100	58	55	0	21	20	0	13	21	0	8	4
Students without Disabilities	112	2715	62979	100	99	99	498	511	503	25	17	23	30	19	21	35	47	41	10	18	15
Limited English Proficient Students	10	113	10304	91	130	110	NA	465	462	NA	57	63	NA	14	23	NA	29	13	NA	0	1
Migrant Students	NC	NC	623				NC	NC	475	NC	NC	45	NC	NC	27	NC	NC	25	NC	NC	3
Economically Disadvantaged	--	26	17040				--	462	483	--	59	40	--	27	25	--	14	29	--	0	6
Non-Economically Disadvantaged	122	2955	54060				497	511	507	26	17	20	30	19	20	35	46	43	10	18	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	120	2940	69001	98	97	96	485	499	490	16	11	17	48	35	37	36	53	45	0	1	1
All Students (Prior Year)	93	2741	63579	NA	NA	NA	484	503	493	18	8	15	52	38	42	29	52	41	0	2	2
Female	65	1461	34086	98	97	97	489	506	496	15	6	13	41	33	36	44	59	51	0	2	1
Male	55	1476	34644	98	97	95	480	492	484	16	16	22	58	37	39	26	47	38	0	1	0
African American	11	150	3115	92	97	92	463	485	478	33	21	25	44	42	44	22	36	31	0	1	0
Hispanic	51	563	22656	96	96	92	483	491	476	15	14	27	56	40	43	28	45	30	0	0	0
Asian/Pacific Islander	--	81	1472	--	90	98	--	508	507	--	4	8	--	35	30	--	59	60	--	1	2
American Indian/Alaskan Native	NC	35	4940	NC	100	98	NC	487	469	NC	14	34	NC	48	43	NC	38	23	NC	0	0
White	55	2095	34501	102	97	93	492	502	500	14	9	10	41	33	34	45	57	55	0	1	1
Students with Disabilities	NC	258	7386	NC	91	95	NC	460	459	NC	46	46	NC	29	37	NC	24	17	NC	0	0
Students without Disabilities	112	2682	61615	100	98	97	485	500	491	16	10	16	48	35	37	36	54	45	0	1	1
Limited English Proficient Students	10	109	9662	91	125	104	NA	441	454	NA	71	51	NA	29	40	NA	0	9	NA	0	0
Migrant Students	NC	NC	590				NC	NC	466	NC	NC	35	NC	NC	43	NC	NC	22	NC	NC	0
Economically Disadvantaged	--	26	16383				--	463	472	--	32	30	--	55	43	--	14	26	--	0	0
Non-Economically Disadvantaged	120	2914	52618				485	499	494	16	10	14	48	35	36	36	54	49	0	1	1

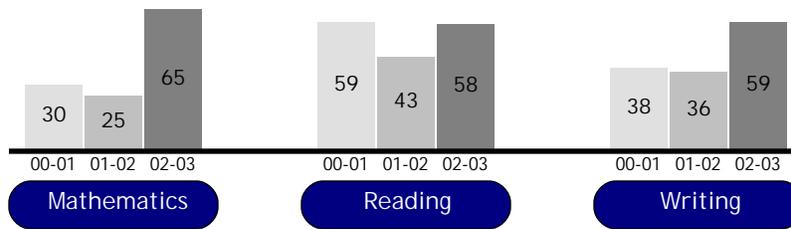
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

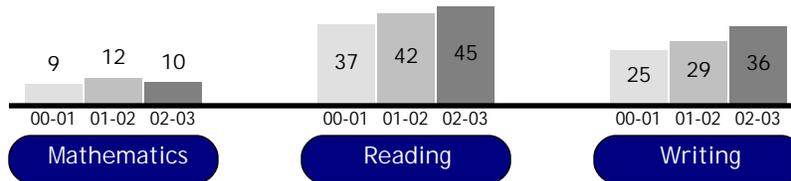
3rd Grade Proficiency



5th Grade Proficiency



8th 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?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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 and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	78	66	63	53	96	48	58	44	96	52	62	50
	Language	83	64	57	45	97	41	56	39	96	46	57	43
	Mathematics	86	80	71	56	97	57	68	52	96	66	71	57
3	Reading	90	52	58	50	98	33	55	43	100	53	58	47
	Language	87	65	68	55	98	44	64	50	99	62	66	54
	Mathematics	90	51	67	53	98	38	65	50	99	67	67	54
4	Reading	74	48	62	55	100	47	59	47	99	39	63	52
	Language	76	48	58	50	100	47	57	45	99	40	59	48
	Mathematics	80	48	66	56	100	51	66	52	98	44	67	57
5	Reading	84	49	59	51	99	31	55	46	91	53	61	50
	Language	94	39	53	46	99	33	51	43	96	45	56	46
	Mathematics	91	49	66	56	100	38	63	54	100	63	67	57
6	Reading	95	55	63	54	100	47	60	49	100	41	63	53
	Language	95	48	56	46	100	38	54	42	99	35	58	45
	Mathematics	94	64	74	61	99	48	70	58	99	50	73	62
7	Reading	92	48	64	53	97	44	60	48	96	53	63	51
	Language	98	46	68	55	99	47	64	51	95	56	69	54
	Mathematics	97	55	71	57	95	47	68	54	99	55	70	58
8	Reading	92	49	63	55	99	39	61	49	97	51	62	53
	Language	88	39	61	50	99	31	60	46	97	43	62	49
	Mathematics	91	46	64	57	99	48	67	54	100	49	66	58

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 Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A safe environment for students, staff and community will be supported by a consistent well-defined discipline program, safety training for students and staff, volunteer orientation training, crisis management, and school resource programs.

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) :

0

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	Fritz Maynes	(623) 412-4450
Transportation Policy	Steve Highlen	(623) 486-6000
Community Resources	Jim Cummins	(623) 486-6000
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	Fritz Maynes	(623) 412-4450
Student Health/Nurse	Belinda Gardner	(623) 412-4453

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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