

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

11501 N 79th Ave, 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 (a)

2003-04	Performing
2002-03	Performing
2001-02	Underperforming

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

School Overview

Principal/Administrator : Mr. Karl F. Maynes
 Schedule : 7:30 AM to 4:00 PM
 Grades : Pre-K-8
 2004 Enrollment : 858
 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.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	Out of Improvement
2002-03	Year 2
2001-02	N/A

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

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.
- ü Utilizing technology in many different aspects to reach the needs of all students (accelerated math, classroom skill centers, K-6 lab, supplemental software).
- ü Providing additional supplemental materials to enhance, enrich, and remediate the instruction in the classroom that aligns with the District curriculum, State's standards and AIMS assessment.

Enrollment

October 1, 2003 School Year Student Enrollment : 801
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 111

Instructional Programs

- Ü At-risk Preschool
- Ü English Immersion
- Ü Soar To Success
- Ü On-site Special Education
- Ü Gifted
- Ü Title 1
- Ü Speech Services
- Ü Advanced Placement

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

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.

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.

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 Completing the North Central Association Accreditation	2004

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	80	2724	75509	100	100	100	514	529	521	11	8	13	26	21	23	40	35	33	22	35	31
All Students (Prior Year)	92	2731	75372	100	100	100	525	529	523	6	5	9	27	23	25	36	41	36	31	31	30
Female	38	1318	37013	100	100	100	500	529	522	8	8	12	33	22	24	44	36	33	14	34	31
Male	42	1406	38430	100	100	99	527	530	521	14	9	14	19	21	22	36	35	33	31	36	31
African American	NC	151	3660	NC	100	99	NC	510	496	NC	15	24	NC	34	31	NC	30	28	NC	21	18
Hispanic	32	582	30486	100	100	99	509	514	505	21	12	18	29	30	29	21	33	32	29	25	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	542	549	NC	7	5	NC	11	13	NC	36	33	NC	46	50
American Indian/Alaskan Native	NC	32	4075	NC	100	100	NC	512	486	NC	14	28	NC	32	34	NC	21	26	NC	32	12
White	38	1886	35192	100	100	99	520	534	534	5	7	8	21	19	19	53	37	35	21	38	39
Students with Disabilities	NC	438	9708	NC	100	100	NC	506	489	NC	20	32	NC	27	27	NC	32	24	NC	22	17
Students without Disabilities	71	2286	65801	100	98	98	517	533	525	9	7	11	24	21	23	44	36	34	23	37	33
Limited English Proficient Students	NC	194	16928	NC	100	100	NC	465	485	NC	50	29	NC	50	33	NC	0	26	NC	0	12
Migrant Students	NC	NC	750				NC	NC	499	NC	NC	21	NC	NC	29	NC	NC	30	NC	NC	20
Economically Disadvantaged	44	693	36411				496	509	503	16	14	19	35	31	29	32	34	32	16	21	20
Non-Economically Disadvantaged	36	2031	39040				532	535	534	6	6	8	17	19	19	49	36	34	29	39	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2724	75492	100	100	100	513	525	519	21	7	12	10	15	16	50	51	47	19	27	24
All Students (Prior Year)	92	2716	75221	100	99	100	519	526	523	11	5	8	14	15	16	60	60	56	14	20	21
Female	38	1319	37014	100	100	100	512	528	523	22	6	10	8	13	15	53	50	48	17	30	27
Male	42	1405	38400	100	100	99	515	522	516	19	8	14	11	17	17	47	52	47	22	23	21
African American	NC	150	3665	NC	100	99	NC	514	505	NC	9	20	NC	21	22	NC	57	43	NC	13	14
Hispanic	32	582	30438	100	100	99	513	516	508	29	10	17	8	21	21	33	52	47	29	17	15
Asian/Pacific Islander	NC	70	1773	NC	100	98	NC	529	534	NC	5	4	NC	11	10	NC	52	50	NC	32	36
American Indian/Alaskan Native	NC	32	4081	NC	100	100	NC	511	498	NC	14	25	NC	18	26	NC	61	40	NC	7	8
White	38	1887	35177	100	100	99	514	528	528	16	6	8	11	13	13	61	50	49	13	30	31
Students with Disabilities	NC	439	9707	NC	100	100	NC	508	495	NC	17	33	NC	23	21	NC	43	33	NC	17	13
Students without Disabilities	71	2285	65785	100	98	98	515	527	522	21	6	10	6	14	16	52	52	49	21	28	26
Limited English Proficient Students	NC	195	16905	NC	100	100	NC	474	489	NC	67	34	NC	0	28	NC	33	32	NC	0	6
Migrant Students	NC	NC	763				NC	NC	499	NC	NC	21	NC	NC	30	NC	NC	40	NC	NC	8
Economically Disadvantaged	44	692	36302				507	514	507	30	12	18	14	22	21	38	51	46	19	15	14
Non-Economically Disadvantaged	36	2032	39164				520	528	528	11	6	8	6	13	13	63	51	48	20	30	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2706	75053	100	100	99	536	603	597	11	5	7	13	10	12	76	78	72	0	7	9
All Students (Prior Year)	92	2701	73654	100	99	99	528	533	530	8	5	9	10	11	13	75	78	70	7	6	7
Female	37	1310	36872	100	99	99	547	624	621	9	3	5	9	7	9	83	81	74	0	10	12
Male	42	1396	38109	100	100	99	525	583	573	14	6	10	17	13	14	69	76	69	0	5	6
African American	NC	149	3636	NC	100	99	NC	574	568	NC	7	12	NC	13	16	NC	77	67	NC	3	6
Hispanic	31	578	30235	97	99	98	538	594	575	9	5	9	9	13	14	83	74	70	0	8	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	605	651	NC	5	3	NC	9	5	NC	75	72	NC	11	19
American Indian/Alaskan Native	NC	31	4044	NC	97	99	NC	570	550	NC	7	13	NC	11	17	NC	78	66	NC	4	4
White	38	1876	35028	100	100	99	528	609	613	13	4	6	13	9	10	74	80	73	0	8	11
Students with Disabilities	NC	433	9625	NC	100	100	NC	554	530	NC	10	21	NC	16	21	NC	71	55	NC	3	4
Students without Disabilities	71	2273	65428	100	97	98	539	610	604	9	4	6	14	9	11	77	79	73	0	8	10
Limited English Proficient Students	NC	194	16765	NC	100	100	NC	529	525	NC	33	17	NC	0	20	NC	67	60	NC	0	2
Migrant Students	NC	NC	752				NC	NC	562	NC	NC	9	NC	NC	18	NC	NC	68	NC	NC	5
Economically Disadvantaged	43	687	36077				525	572	566	17	8	10	19	12	16	64	77	69	0	3	5
Non-Economically Disadvantaged	36	2019	38950				546	612	618	6	4	5	6	9	9	89	79	73	0	9	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	2855	76019	100	100	100	509	503	499	4	9	14	42	39	39	9	16	14	46	35	33
All Students (Prior Year)	96	2885	76230	97	100	100	519	508	498	4	6	12	32	37	38	11	13	12	54	45	37
Female	51	1384	37207	100	100	100	513	504	499	2	8	12	42	40	41	10	18	14	46	34	33
Male	35	1469	38677	100	100	100	504	502	498	6	11	15	42	39	38	6	15	13	45	36	34
African American	NC	129	3817	NC	100	100	NC	484	475	NC	18	23	NC	47	47	NC	13	11	NC	23	18
Hispanic	41	590	29458	100	100	100	495	487	480	3	15	20	56	47	48	8	14	12	33	24	20
Asian/Pacific Islander	--	80	1673	--	100	99	--	524	531	--	4	4	--	27	29	--	20	14	--	49	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	484	466	NC	8	28	NC	54	49	NC	17	10	NC	21	13
White	39	2018	35880	100	100	100	524	507	515	3	8	7	31	37	32	8	17	16	59	38	45
Students with Disabilities	NC	385	9786	NC	100	100	NC	465	457	NC	30	39	NC	47	40	NC	7	7	NC	16	13
Students without Disabilities	78	2470	66233	96	99	99	515	507	503	1	7	11	41	39	39	10	17	14	48	37	35
Limited English Proficient Students	11	173	15206	100	100	100	488	454	459	0	33	31	67	53	53	0	2	7	33	12	9
Migrant Students	NC	NC	745				NC	NC	473	NC	NC	22	NC	NC	53	NC	NC	11	NC	NC	15
Economically Disadvantaged	40	700	35714				491	482	480	9	18	20	54	47	47	6	14	12	31	21	20
Non-Economically Disadvantaged	46	2155	40266				523	509	513	0	7	9	33	37	33	11	17	15	57	39	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	86	2851	76020	100	100	100	501	506	503	21	18	25	36	22	23	35	45	40	9	14	12
All Students (Prior Year)	97	2864	76202	98	99	100	505	508	505	15	13	19	26	23	24	49	52	46	9	13	11
Female	51	1384	37213	100	100	100	501	509	504	17	16	22	31	21	23	44	48	42	8	15	13
Male	35	1465	38666	100	100	100	500	503	501	27	21	29	42	23	22	21	42	38	9	14	12
African American	NC	129	3819	NC	100	100	NC	497	494	NC	30	37	NC	24	26	NC	36	31	NC	10	6
Hispanic	41	589	29442	100	100	99	500	501	494	25	27	37	42	25	26	25	40	31	8	8	6
Asian/Pacific Islander	--	80	1672	--	100	99	--	514	513	--	11	12	--	20	19	--	49	49	--	20	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	497	489	NC	22	48	NC	39	25	NC	35	24	NC	4	3
White	39	2014	35890	100	100	100	502	508	511	15	16	15	31	22	20	46	46	48	8	16	18
Students with Disabilities	NC	383	9784	NC	100	100	NC	489	485	NC	47	58	NC	24	19	NC	21	19	NC	7	4
Students without Disabilities	78	2468	66236	96	98	99	503	508	504	19	15	23	34	22	23	37	47	42	10	15	13
Limited English Proficient Students	11	173	15198	100	100	100	490	481	483	50	59	59	17	27	25	33	14	14	0	0	1
Migrant Students	NC	NC	743				NC	NC	488	NC	NC	50	NC	NC	28	NC	NC	19	NC	NC	3
Economically Disadvantaged	40	700	35703				497	498	494	34	31	37	37	27	26	23	35	31	6	7	6
Non-Economically Disadvantaged	46	2151	40274				504	508	509	11	15	17	35	21	20	43	47	47	11	16	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	86	2854	75673	100	100	100	506	544	530	10	8	12	33	22	25	56	66	58	1	4	4
All Students (Prior Year)	98	2862	74692	99	99	99	504	513	502	12	10	18	29	26	27	54	56	47	5	9	8
Female	51	1384	37099	100	100	100	510	563	548	8	4	8	29	19	22	63	71	64	0	5	6
Male	35	1468	38441	100	100	99	502	527	513	12	12	16	39	24	29	45	60	52	3	3	3
African American	NC	129	3791	NC	100	99	NC	531	506	NC	15	18	NC	18	29	NC	64	50	NC	3	3
Hispanic	41	590	29305	100	100	99	511	528	507	8	10	16	36	27	31	53	59	51	3	3	2
Asian/Pacific Islander	--	80	1665	--	100	99	--	565	573	--	7	6	--	17	16	--	68	67	--	8	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	536	492	NC	0	19	NC	38	33	NC	58	46	NC	4	1
White	39	2016	35760	100	100	99	502	549	550	10	8	9	33	20	21	56	67	64	0	5	6
Students with Disabilities	NC	383	9706	NC	100	100	NC	485	462	NC	26	36	NC	32	32	NC	40	31	NC	2	1
Students without Disabilities	78	2471	65967	96	99	99	513	551	536	8	7	10	30	21	25	60	68	60	1	5	5
Limited English Proficient Students	11	173	15115	100	100	100	507	483	471	17	19	26	33	37	38	50	44	35	0	0	1
Migrant Students	NC	NC	738				NC	NC	488	NC	NC	23	NC	NC	33	NC	NC	43	NC	NC	1
Economically Disadvantaged	40	701	35541				502	523	504	14	14	17	34	23	31	49	61	50	3	2	2
Non-Economically Disadvantaged	46	2153	40091				510	551	550	7	7	9	33	21	21	61	67	64	0	5	6

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	112	3176	75001	100	100	99	454	476	468	45	27	37	35	43	36	14	21	16	6	10	10
All Students (Prior Year)	122	2987	71167	100	99	99	458	468	463	42	32	38	47	47	41	8	15	14	2	6	7
Female	49	1568	36846	100	100	99	452	476	468	49	25	36	34	46	38	13	20	16	4	9	10
Male	63	1600	37974	100	100	99	455	476	467	43	29	39	36	39	34	15	21	16	7	11	11
African American	11	155	3720	100	100	98	447	460	446	56	43	53	22	39	33	22	14	9	0	4	4
Hispanic	39	634	26675	98	100	98	444	462	448	54	37	52	27	42	34	14	15	10	5	6	4
Asian/Pacific Islander	NC	98	1575	NC	100	99	NC	499	504	NC	14	18	NC	41	33	NC	26	20	NC	19	29
American Indian/Alaskan Native	--	37	4731	--	90	98	--	463	438	--	38	61	--	41	30	--	18	7	--	3	2
White	59	2237	37785	100	100	99	460	480	482	39	24	25	42	43	39	12	22	21	7	11	15
Students with Disabilities	15	359	8802	100	100	100	419	425	418	86	74	79	7	22	16	7	4	3	0	1	1
Students without Disabilities	97	2817	66199	100	99	99	459	480	472	39	23	34	39	44	38	15	22	17	6	10	11
Limited English Proficient Students	13	122	11710	100	100	100	404	420	429	78	72	70	22	28	25	0	0	4	0	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	43	628	29814				433	458	448	69	41	53	21	39	33	8	14	10	3	5	4
Non-Economically Disadvantaged	69	2548	45170				466	480	479	32	24	28	43	43	38	17	22	20	7	11	14

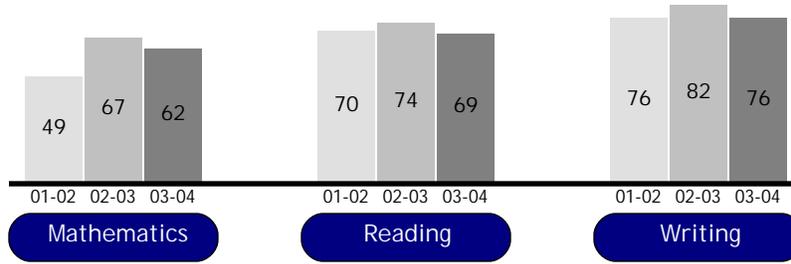
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	3170	74918	100	100	99	491	507	497	41	22	32	18	18	19	25	42	35	17	18	15
All Students (Prior Year)	122	2981	71100	100	99	99	497	510	502	26	17	25	30	19	21	35	46	40	10	18	15
Female	49	1566	36805	100	100	99	490	510	501	47	19	28	11	19	19	32	45	37	11	18	16
Male	63	1599	37936	100	100	99	492	504	493	36	26	35	23	18	18	20	38	33	21	18	14
African American	11	155	3719	100	100	98	495	492	481	22	35	43	44	19	21	22	37	29	11	8	7
Hispanic	39	634	26645	98	100	98	477	495	478	54	32	46	14	20	20	22	34	27	11	14	6
Asian/Pacific Islander	NC	98	1571	NC	100	99	NC	523	521	NC	16	18	NC	16	15	NC	40	38	NC	28	30
American Indian/Alaskan Native	--	37	4729	--	90	98	--	494	468	--	34	57	--	20	19	--	34	19	--	11	4
White	59	2236	37773	100	100	99	497	511	511	36	18	20	17	18	18	27	44	41	20	19	21
Students with Disabilities	15	358	8801	100	100	100	445	455	448	71	72	75	14	14	13	7	11	10	7	3	2
Students without Disabilities	97	2812	66117	100	99	99	498	512	501	36	18	28	18	19	19	28	44	37	18	19	16
Limited English Proficient Students	13	122	11706	100	100	100	426	441	454	89	80	71	11	18	16	0	2	12	0	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	43	628	29785				469	490	477	62	36	47	15	23	20	15	32	26	8	9	6
Non-Economically Disadvantaged	69	2542	45115				504	511	508	29	19	23	19	17	18	30	44	39	22	20	20

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	112	3170	74503	100	100	99	481	522	491	8	4	9	33	22	32	54	61	51	5	12	8
All Students (Prior Year)	120	2940	69001	98	97	96	485	499	490	16	11	17	48	35	37	36	53	45	0	1	1
Female	49	1566	36686	100	100	99	473	535	506	9	3	5	34	17	29	53	66	57	4	14	9
Male	63	1598	37644	100	100	98	487	509	476	8	6	13	33	28	36	54	56	45	5	10	6
African American	11	156	3677	100	100	97	478	515	475	0	4	12	44	24	36	56	63	46	0	9	5
Hispanic	39	634	26500	98	100	97	473	510	467	11	6	13	35	27	39	51	56	44	3	11	4
Asian/Pacific Islander	NC	98	1566	NC	100	99	NC	537	537	NC	5	5	NC	18	23	NC	63	55	NC	15	18
American Indian/Alaskan Native	--	37	4695	--	90	97	--	507	464	--	3	14	--	29	39	--	62	44	--	6	3
White	59	2235	37606	100	100	99	492	526	508	7	4	6	31	21	28	56	63	56	7	12	10
Students with Disabilities	15	359	8662	100	100	100	402	437	409	29	24	37	50	42	42	21	32	20	0	2	1
Students without Disabilities	97	2811	65841	100	99	98	493	530	499	5	3	7	31	21	32	59	64	53	5	13	8
Limited English Proficient Students	13	122	11608	100	100	100	467	453	430	22	18	23	22	40	47	56	40	28	0	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	43	629	29587				452	504	465	15	6	14	38	27	40	46	59	43	0	7	4
Non-Economically Disadvantaged	69	2541	44898				497	526	507	4	4	7	30	21	28	58	62	55	7	13	10

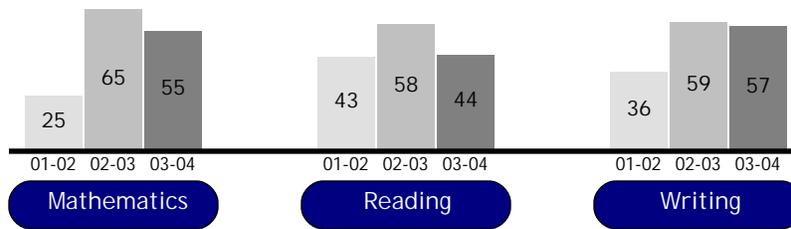
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

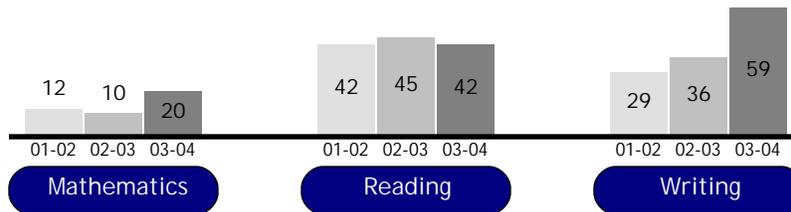
3rd Grade Proficiency



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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	48	58	44	96	52	62	50	92	60	NA	58
	Language	97	41	56	39	96	46	57	43	98	57	60	50
	Mathematics	97	57	68	52	96	66	71	57	99	73	72	64
3	Reading	98	33	55	43	100	53	58	47	100	46	NA	55
	Language	98	44	64	50	99	62	66	54	100	55	70	61
	Mathematics	98	38	65	50	99	67	67	54	100	65	71	61
4	Reading	100	47	59	47	99	39	63	52	98	54	NA	56
	Language	100	47	57	45	99	40	59	48	99	51	60	52
	Mathematics	100	51	66	52	98	44	67	57	99	61	69	61
5	Reading	99	31	55	46	91	53	61	50	98	42	NA	55
	Language	99	33	51	43	96	45	56	46	100	44	56	49
	Mathematics	100	38	63	54	100	63	67	57	100	61	67	63
6	Reading	100	47	60	49	100	41	63	53	94	65	NA	56
	Language	100	38	54	42	99	35	58	45	95	51	60	48
	Mathematics	99	48	70	58	99	50	73	62	95	76	75	66
7	Reading	97	44	60	48	96	53	63	51	97	44	NA	54
	Language	99	47	64	51	95	56	69	54	99	48	67	58
	Mathematics	95	47	68	54	99	55	70	58	98	50	68	62
8	Reading	99	39	61	49	97	51	62	53	99	51	NA	55
	Language	99	31	60	46	97	43	62	49	98	45	64	52
	Mathematics	99	48	67	54	100	49	66	58	97	52	69	61

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

- 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 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	4.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	7	1	0	1
7 to 9 years	3	2	0	0
10 or more years	14	6	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 33
 Core academic classes taught by Highly Qualified (NCLB) teachers. 117
 Teachers with Emergency Certificaton. 1

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

School Achievements/Accomplishments 2003-04

Ü Visitation by the U.S Under Secretary of Education.

United States Department of Education
 Visitation: Office of the Secretary's Regional Representative
 Region 1X

Ü Wells Fargo Grant. PEEF Grant.

North Central Accreditation Certificate for 2003-2004

Ü Being named a Performing School for the 2003-2004 Academic School year.

Ü Awarded a Comprehensive School Reform Grant - Providing Full Day Kindergarten Services.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	49	59
Grades 3-4	66	68
Grades 4-5	67	79
Grades 5-6	84	78
Grades 6-7	70	75
Grades 7-8	73	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 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

We strive to provide a safe environment for students, staff and community, with consistent well-defined discipline program, safety training for students and staff, volunteer orientation training, crisis management, and school resource programs. Our school Intervention Specialist provide additional support to students and parents to resolve and mediate conflicts.

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	Jeanne Caspari	(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 of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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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.