



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

### School Overview

Principal/Administrator : Mr. Karl F. Maynes  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : Pre-K-8  
 2005 Enrollment : 735  
 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

The mission of Peoria Elementary School is to achieve the highest standards of excellence in education for all students.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	Out of Improvement
2002-03	Year 2

(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, 2004 School Year Student Enrollment : 767  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 108

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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 Best of The West	2004
Ü Silver Apple Award	2003
Ü Chicano Por La Casa Esperanza Award	2004
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	90	2834	79306	100	100	99	440	448	445	9	7	10	14	15	18	68	57	51	8	20	20
All Students (Prior Year)	80	2724	75509	100	100	100	514	529	521	11	8	13	26	21	23	40	35	33	22	35	31
Female	41	1346	38691	100	100	99	443	453	446	3	6	10	19	14	18	68	60	52	10	20	20
Male	49	1488	40583	100	100	99	438	443	445	13	8	11	11	17	18	69	55	50	7	20	21
African American	NC	150	4041	NC	97	99	NC	431	426	NC	10	17	NC	23	23	NC	58	50	NC	10	10
Hispanic	53	655	32869	100	99	99	431	428	429	14	12	15	16	22	25	65	57	51	5	9	10
Asian/Pacific Islander	--	85	1935	--	98	99	--	460	474	--	4	3	--	15	9	--	51	48	--	29	40
American Indian/Alaskan Native	--	46	4264	--	100	100	--	419	419	--	8	19	--	35	30	--	48	45	--	10	6
White	33	1898	36197	100	100	99	450	455	463	3	6	5	13	12	11	70	58	53	13	24	31
Students with Disabilities	NC	435	10321	NC	100	100	NC	391	389	NC	23	30	NC	27	27	NC	40	34	NC	10	9
Students without Disabilities	82	2404	69060	96	98	98	442	458	454	6	4	7	16	13	17	69	61	54	9	22	22
Limited English Proficient Students	15	226	15509	100	100	100	425	356	406	25	23	20	17	29	30	58	41	45	0	6	5
Migrant Students	NC	NC	118	NC	NC	NA	NC	NC	419	NC	NC	25	NC	NC	21	NC	NC	50	NC	NC	3
Economically Disadvantaged	38	569	39415	86	85	96	428	439	431	17	13	15	14	17	25	64	58	50	6	12	10
Non-Economically Disadvantaged	52	2270	39966	100	100	100	451	450	459	3	6	6	15	15	12	73	57	52	10	22	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	2834	79395	100	0	99	452	458	446	7	4	9	12	18	25	74	64	55	8	13	11
All Students (Prior Year)	80	2724	75492	100	100	100	513	525	519	21	7	12	10	15	16	50	51	47	19	27	24
Female	41	1346	38743	100	0	100	464	469	451	0	3	7	6	14	24	87	68	57	6	16	12
Male	49	1488	40618	100	0	99	443	448	440	11	6	11	16	22	27	64	61	53	9	12	9
African American	NC	150	4052	NC	0	100	NC	449	434	NC	5	11	NC	21	29	NC	66	54	NC	8	6
Hispanic	53	655	32915	100	0	99	441	439	426	12	8	15	16	25	35	67	61	47	5	6	4
Asian/Pacific Islander	--	85	1936	--	0	99	--	465	468	--	3	3	--	13	14	--	64	63	--	21	19
American Indian/Alaskan Native	--	46	4271	--	0	100	--	435	420	--	3	15	--	35	42	--	38	41	--	25	2
White	33	1898	36221	100	0	99	464	465	465	0	3	4	7	15	15	80	66	63	13	16	17
Students with Disabilities	NC	435	10331	NC	0	100	NC	400	388	NC	15	25	NC	34	37	NC	43	34	NC	8	4
Students without Disabilities	82	2404	69139	96	0	99	453	469	454	4	2	7	12	15	24	76	68	58	7	14	11
Limited English Proficient Students	15	226	15545	100	0	100	409	358	399	25	15	21	25	42	42	50	41	35	0	2	1
Migrant Students	NC	NC	120	NC	NC	NA	NC	NC	414	NC	NC	20	NC	NC	45	NC	NC	35	NC	NC	0
Economically Disadvantaged	38	569	39484	86	0	96	434	449	429	11	8	14	19	24	35	69	61	47	0	7	4
Non-Economically Disadvantaged	52	2270	39986	100	0	100	467	460	461	3	3	4	5	16	16	78	65	63	15	15	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	2826	78869	100	100	99	439	453	442	4	3	6	22	17	21	68	70	63	5	10	10
All Students (Prior Year)	79	2706	75053	100	100	99	536	603	597	11	5	7	13	10	12	76	78	72	0	7	9
Female	41	1343	38536	100	100	99	463	474	458	0	1	4	16	9	15	71	75	67	13	14	14
Male	49	1483	40302	100	100	99	422	435	428	7	5	8	27	23	26	67	66	60	0	6	7
African American	NC	149	4015	NC	96	99	NC	443	430	NC	3	8	NC	17	24	NC	71	61	NC	9	7
Hispanic	53	651	32606	100	99	98	429	439	426	7	4	8	30	22	27	56	68	60	7	6	5
Asian/Pacific Islander	--	85	1925	--	98	99	--	464	471	--	1	3	--	10	11	--	73	64	--	15	22
American Indian/Alaskan Native	--	46	4245	--	100	100	--	435	423	--	0	9	--	23	26	--	65	61	--	13	4
White	33	1895	36078	100	100	99	454	458	459	0	3	4	10	15	16	87	71	66	3	11	14
Students with Disabilities	NC	435	10246	NC	100	100	NC	386	367	NC	8	18	NC	37	39	NC	48	40	NC	7	4
Students without Disabilities	82	2396	68697	96	98	98	445	466	454	1	2	4	22	13	18	71	74	67	6	11	11
Limited English Proficient Students	15	224	15339	100	100	100	413	359	399	8	9	11	58	33	31	25	54	54	8	4	3
Migrant Students	NC	NC	119	NC	NC	NA	NC	NC	402	NC	NC	16	NC	NC	30	NC	NC	53	NC	NC	1
Economically Disadvantaged	38	567	39106	86	85	95	424	444	427	8	4	8	33	22	28	53	68	59	6	5	5
Non-Economically Disadvantaged	52	2264	39837	100	100	100	452	456	457	0	3	4	13	15	14	83	71	67	5	11	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	2918	78906	100	100	99	494	507	498	16	10	13	23	16	19	45	48	48	16	26	20
All Students (Prior Year)	86	2855	76019	100	100	100	509	503	499	4	9	14	42	39	39	9	16	14	46	35	33
Female	42	1425	38644	100	99	99	496	508	500	5	9	12	33	16	19	50	49	49	13	25	19
Male	40	1492	40236	100	100	99	492	507	497	29	11	15	11	16	19	40	46	46	20	27	20
African American	NC	135	4087	NC	98	99	NC	477	481	NC	19	20	NC	25	24	NC	42	45	NC	14	11
Hispanic	36	653	31938	100	100	99	479	488	481	24	17	19	30	21	25	33	45	46	12	17	10
Asian/Pacific Islander	--	96	1805	--	99	98	--	526	536	--	3	5	--	12	8	--	49	45	--	36	42
American Indian/Alaskan Native	NC	41	4593	NC	100	100	NC	476	467	NC	14	26	NC	22	29	NC	46	39	NC	19	6
White	40	1993	36483	100	100	99	513	515	517	8	8	7	11	14	13	59	49	51	22	29	30
Students with Disabilities	NC	413	10664	NC	100	100	NC	435	430	NC	32	42	NC	29	27	NC	29	26	NC	10	5
Students without Disabilities	76	2507	68310	99	98	98	499	519	509	13	7	9	22	14	18	48	51	51	17	29	22
Limited English Proficient Students	15	182	12573	100	100	100	448	403	454	40	30	27	33	22	30	27	43	38	0	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	33	573	38679	94	87	96	471	493	483	25	17	20	31	23	25	38	45	45	6	15	10
Non-Economically Disadvantaged	49	2347	40295	100	100	100	512	511	513	9	9	7	16	14	13	51	49	50	23	29	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	2919	78908	99	0	99	492	492	484	3	6	10	25	18	23	63	65	58	9	11	9
All Students (Prior Year)	86	2851	76020	100	100	100	501	506	503	21	18	25	36	22	23	35	45	40	9	14	12
Female	42	1426	38648	100	0	99	498	497	489	0	4	8	18	14	22	73	69	61	10	12	10
Male	39	1492	40233	98	0	99	486	487	479	6	8	12	34	21	25	51	61	55	9	10	8
African American	NC	135	4092	NC	0	99	NC	475	473	NC	8	12	NC	25	28	NC	61	54	NC	6	5
Hispanic	35	653	31940	97	0	99	475	473	465	3	11	16	45	27	32	45	57	49	6	5	3
Asian/Pacific Islander	--	96	1805	--	0	98	--	502	507	--	4	4	--	9	13	--	76	65	--	11	18
American Indian/Alaskan Native	NC	41	4569	NC	0	100	NC	464	457	NC	11	18	NC	16	39	NC	65	41	NC	8	2
White	40	1994	36502	100	0	99	510	499	502	3	4	4	5	15	14	78	67	67	14	14	15
Students with Disabilities	NC	415	10665	NC	0	100	NC	428	423	NC	20	30	NC	34	36	NC	41	31	NC	4	2
Students without Disabilities	75	2506	68312	97	0	98	495	503	493	3	4	7	22	15	21	65	69	62	10	12	10
Limited English Proficient Students	15	182	12556	100	0	100	449	389	436	7	20	24	67	37	40	27	41	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	33	574	38662	94	0	96	474	481	468	3	9	16	38	29	32	59	57	49	0	5	3
Non-Economically Disadvantaged	48	2347	40315	100	0	100	506	495	498	2	5	5	16	15	15	65	67	66	16	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	82	2920	78750	100	100	99	510	512	500	3	3	6	20	22	29	77	72	63	0	3	2
All Students (Prior Year)	86	2854	75673	100	100	100	506	544	530	10	8	12	33	22	25	56	66	58	1	4	4
Female	42	1427	38586	100	99	99	527	524	515	0	2	4	10	15	22	90	79	71	0	3	3
Male	40	1492	40135	100	100	99	490	499	486	6	4	8	31	29	35	63	65	56	0	2	1
African American	NC	135	4081	NC	98	99	NC	483	488	NC	10	8	NC	30	32	NC	58	59	NC	3	2
Hispanic	36	654	31841	100	100	99	490	500	483	6	4	8	30	29	36	64	65	55	0	2	1
Asian/Pacific Islander	--	96	1802	--	99	98	--	527	533	--	2	2	--	17	16	--	77	75	--	4	7
American Indian/Alaskan Native	NC	41	4586	NC	100	100	NC	485	481	NC	8	8	NC	16	37	NC	76	54	NC	0	1
White	40	1994	36440	100	100	99	526	517	516	0	3	3	11	20	22	89	75	71	0	3	4
Students with Disabilities	NC	414	10622	NC	100	100	NC	436	415	NC	10	21	NC	47	50	NC	42	28	NC	1	1
Students without Disabilities	76	2508	68196	99	98	98	515	524	513	1	2	3	19	18	25	80	77	69	0	3	3
Limited English Proficient Students	15	183	12504	100	100	100	456	410	451	13	8	12	40	38	44	47	51	43	0	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	33	574	38558	94	88	96	498	498	485	6	6	8	19	29	37	75	65	54	0	1	1
Non-Economically Disadvantaged	49	2348	40260	100	100	100	518	515	514	0	3	3	21	20	21	79	74	72	0	3	4

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	88	3236	78250	97	100	99	547	558	548	20	13	21	23	17	18	51	57	48	6	13	13
All Students (Prior Year)	112	3176	75001	100	100	99	454	476	468	45	27	37	35	43	36	14	21	16	6	10	10
Female	45	1575	38071	100	100	99	538	558	549	18	11	20	25	17	19	58	59	49	0	13	12
Male	43	1658	40126	93	100	99	555	558	547	23	15	23	20	16	17	45	56	46	13	13	14
African American	NC	174	4058	NC	98	99	NC	544	523	NC	15	32	NC	24	22	NC	57	41	NC	4	5
Hispanic	47	686	29129	92	100	99	527	543	527	28	19	32	30	23	23	40	50	40	2	9	6
Asian/Pacific Islander	--	101	1747	--	100	100	--	586	589	--	5	9	--	7	9	--	64	50	--	23	32
American Indian/Alaskan Native	NC	42	4996	NC	100	100	NC	534	518	NC	13	36	NC	19	25	NC	69	36	NC	0	4
White	35	2233	38320	100	100	99	575	563	568	6	11	12	16	15	14	65	59	55	13	15	19
Students with Disabilities	NC	371	9329	NC	100	100	NC	459	454	NC	58	64	NC	20	18	NC	20	16	NC	2	2
Students without Disabilities	80	2867	68996	96	99	99	551	570	561	16	7	16	23	16	18	54	62	52	7	14	14
Limited English Proficient Students	NC	147	10133	NC	100	100	NC	440	488	NC	31	45	NC	27	25	NC	41	28	NC	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	37	556	33388	93	90	94	536	546	530	25	20	32	28	22	22	44	50	40	3	8	5
Non-Economically Disadvantaged	51	2682	44937	100	100	100	555	561	561	16	11	13	18	16	15	57	59	54	9	14	18

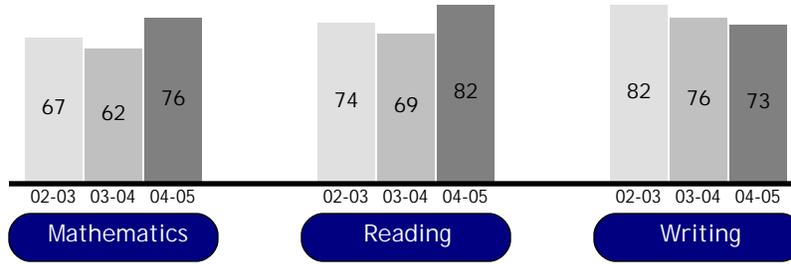
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	3238	78302	97	0	99	513	524	512	5	7	11	34	19	25	61	68	57	0	7	7
All Students (Prior Year)	112	3170	74918	100	100	99	491	507	497	41	22	32	18	18	19	25	42	35	17	18	15
Female	45	1575	38082	100	0	99	510	528	518	5	4	8	33	17	24	63	72	61	0	7	7
Male	43	1660	40166	93	0	99	516	520	507	5	9	14	35	21	26	60	64	54	0	7	6
African American	NC	174	4064	NC	0	100	NC	522	498	NC	6	14	NC	19	29	NC	71	54	NC	5	3
Hispanic	47	686	29152	92	0	99	498	510	492	9	12	17	44	25	34	47	58	46	0	5	2
Asian/Pacific Islander	--	101	1746	--	0	100	--	545	542	--	1	5	--	13	13	--	77	66	--	9	16
American Indian/Alaskan Native	NC	43	4993	NC	0	100	NC	494	484	NC	9	19	NC	33	38	NC	52	42	NC	6	1
White	35	2234	38347	100	0	99	528	528	531	0	5	5	23	17	17	77	70	68	0	7	10
Students with Disabilities	NC	371	9353	NC	0	100	NC	438	429	NC	33	40	NC	35	38	NC	31	22	NC	1	1
Students without Disabilities	80	2869	69024	96	0	99	513	535	524	5	3	7	32	17	23	62	72	62	0	7	7
Limited English Proficient Students	NC	147	10140	NC	0	100	NC	407	451	NC	20	28	NC	39	43	NC	39	29	NC	1	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	37	556	33398	93	0	94	514	511	495	6	12	18	36	28	35	58	58	46	0	3	2
Non-Economically Disadvantaged	51	2684	44979	100	0	100	512	527	525	5	5	6	32	17	18	64	70	66	0	8	10

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	88	3229	78094	97	100	99	554	561	545	0	2	3	14	11	18	86	86	77	0	2	2
All Students (Prior Year)	112	3170	74503	100	100	99	481	522	491	8	4	9	33	22	32	54	61	51	5	12	8
Female	45	1573	38025	100	100	99	553	569	558	0	1	2	15	6	13	85	91	82	0	2	2
Male	43	1653	40013	93	99	99	555	552	534	0	3	5	13	15	23	88	81	71	0	1	1
African American	NC	173	4037	NC	97	99	NC	555	532	NC	2	4	NC	15	22	NC	82	73	NC	1	1
Hispanic	47	685	29068	92	100	99	540	547	523	0	3	5	19	17	27	81	80	67	0	1	1
Asian/Pacific Islander	--	101	1743	--	100	100	--	588	577	--	0	2	--	4	9	--	91	82	--	5	8
American Indian/Alaskan Native	NC	42	4981	NC	100	100	NC	558	526	NC	3	4	NC	3	25	NC	94	70	NC	0	0
White	35	2228	38265	100	100	99	572	564	564	0	1	2	6	9	11	94	88	84	0	2	3
Students with Disabilities	NC	369	9275	NC	100	100	NC	459	444	NC	9	14	NC	39	46	NC	51	39	NC	1	1
Students without Disabilities	80	2862	68892	96	99	98	556	573	559	0	1	2	14	7	14	86	90	82	0	2	2
Limited English Proficient Students	NC	147	10084	NC	100	100	NC	431	474	NC	8	10	NC	28	39	NC	63	50	NC	1	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	37	556	33296	93	90	94	548	547	527	0	2	5	17	19	27	83	78	67	0	1	0
Non-Economically Disadvantaged	51	2675	44871	100	100	100	559	564	559	0	2	2	11	9	12	89	88	84	0	2	3

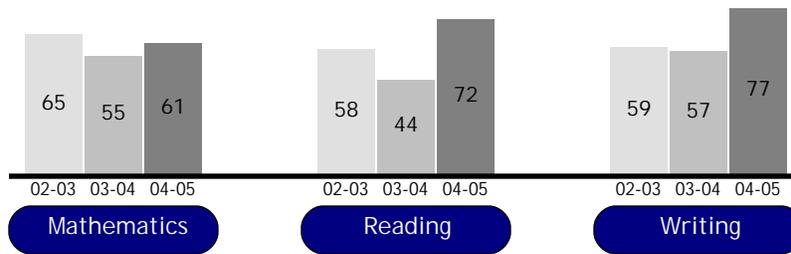
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

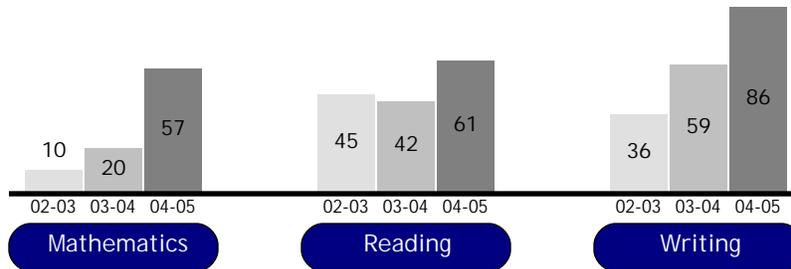
3rd Grade Proficiency



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?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	52	62	50	92	60	NA	58	100	40	53	47
	Language	96	46	57	43	98	57	60	50	100	45	53	47
	Mathematics	96	66	71	57	99	73	72	64	100	45	53	50
3	Reading	100	53	58	47	100	46	NA	55	100	47	52	44
	Language	99	62	66	54	100	55	70	61	100	42	50	44
	Mathematics	99	67	67	54	100	65	71	61	100	45	55	51
4	Reading	99	39	63	52	98	54	NA	56	99	50	54	48
	Language	99	40	59	48	99	51	60	52	99	56	55	49
	Mathematics	98	44	67	57	99	61	69	61	99	57	58	53
5	Reading	91	53	61	50	98	42	NA	55	99	51	56	50
	Language	96	45	56	46	100	44	56	49	99	53	56	50
	Mathematics	100	63	67	57	100	61	67	63	100	48	52	49
6	Reading	100	41	63	53	94	65	NA	56	98	43	58	51
	Language	99	35	58	45	95	51	60	48	98	41	55	47
	Mathematics	99	50	73	62	95	76	75	66	98	46	59	52
7	Reading	96	53	63	51	97	44	NA	54	100	50	59	50
	Language	95	56	69	54	99	48	67	58	100	52	62	52
	Mathematics	99	55	70	58	98	50	68	62	100	50	57	50
8	Reading	97	51	62	53	99	51	NA	55	97	48	58	51
	Language	97	43	62	49	98	45	64	52	97	52	56	50
	Mathematics	100	49	66	58	97	52	69	61	97	52	59	53

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

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

School Site Council

Council Composition

- 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 2005-06

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 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	8	1	0	1
7 to 9 years	3	2	0	0
10 or more years	13	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certificaton.	11
Percent of teachers in the school with Emergency/Provisional Certification	21%
Percent of core classes not taught by Hightly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü K-6 Computer Lab
- Ü Library

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 2004-05

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

Best of The West - 2004

Chicano Por La Casa Esperanza Award - 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	10	12	12	17
Transfers In Rate <sup>6</sup>	26	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



School Safety

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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.