



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5312 W Mountain View, Glendale, AZ 85302

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 Highly Performing
2002-03 Highly Performing
2001-02 Improving

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

School Overview

Principal/Administrator : Ms. Lynn Brodie
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-8
2004 Enrollment : 852
Web Address :
Phone Number : (623) 412-4525
Fax Number : (623) 412-4535
E-mail : lbrodie@peoriaud.k12.az.us

Mission

Provide a learning environment which challenges children and enables students to be successful. We believe that accountability for learning and behavior is inherent for growth, community communication is essential, and intrinsic motivation contributes to success.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü All teachers are 'adopting' three to five students to mentor and devise an action plan for each student. This will focus on the academic and social needs of the children. The rest of the staff will 'adopt' three students to befriend and assist.
- ü Safety issues are a focus at Heritage. A new safety brochure has been published. Parking lot issues have been addressed. All gates are now locked to secure the campus. New volunteer picture IDs are available. Teachers' training has increased.

Enrollment

October 1, 2003 School Year Student Enrollment : 861
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 233

Instructional Programs

- Ü Regular Full-day Classes
- Ü Half-day Kindergarten
- Ü Gifted Education
- Ü On-site Special Education
- Ü Special Education Pre-School

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

Shared Responsibilities

School

Staff, in conjunction with our community, provide all students with the best enriched learning opportunities in/out of the classroom. With a safe, attractive school campus, we encourage parental support/involvement in their child's education.

Parents

Educational success is a partnership between home/school. Parents should develop positive attitudes in discipline/accountability/academics, ensure that students are on time/ready to learn/establish study habits, encourage/acknowledge student success.

Transportation Policy

Heritage Elementary is a walking school. Students are invited to ride bicycles to school and/or walk. Transportation services are provided for eligible special education students to Heritage Elementary School or other facilities as noted in the IEP.

School Honors

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

Award/Honor	Year
Ü Second Place District Basketball Champion	2004
Ü Glendale City Scholastic Bowl Champion	2003
Ü Second Place District Volleyball Champions	2002
Ü Well Fargo Grant Awards	2002

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	83	2724	75509	100	100	100	525	529	521	11	8	13	19	21	23	34	35	33	36	35	31
All Students (Prior Year)	100	2731	75372	100	100	100	532	529	523	3	5	9	26	23	25	34	41	36	37	31	30
Female	45	1318	37013	100	100	100	519	529	522	10	8	12	26	22	24	36	36	33	28	34	31
Male	38	1406	38430	100	100	99	532	530	521	11	9	14	11	21	22	31	35	33	46	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	18	582	30486	100	100	99	525	514	505	8	12	18	8	30	29	33	33	32	50	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	56	1886	35192	100	100	99	531	534	534	9	7	8	17	19	19	39	37	35	35	38	39
Students with Disabilities	12	438	9708	100	100	100	463	506	489	58	20	32	17	27	27	17	32	24	8	22	17
Students without Disabilities	71	2286	65801	97	98	98	537	533	525	2	7	11	19	21	23	37	36	34	42	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	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	34	693	36411				501	509	503	15	14	19	35	31	29	31	34	32	19	21	20
Non-Economically Disadvantaged	49	2031	39040				539	535	534	8	6	8	10	19	19	35	36	34	46	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	83	2724	75492	100	100	100	522	525	519	12	7	12	12	15	16	55	51	47	20	27	24
All Students (Prior Year)	100	2716	75221	100	99	100	527	526	523	6	5	8	15	15	16	54	60	56	24	20	21
Female	45	1319	37014	100	100	100	525	528	523	13	6	10	21	13	15	41	50	48	26	30	27
Male	38	1405	38400	100	100	99	519	522	516	11	8	14	3	17	17	71	52	47	14	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	18	582	30438	100	100	99	506	516	508	17	10	17	17	21	21	67	52	47	0	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	56	1887	35177	100	100	99	528	528	528	9	6	8	9	13	13	56	50	49	26	30	31
Students with Disabilities	12	439	9707	100	100	100	480	508	495	42	17	33	17	23	21	42	43	33	0	17	13
Students without Disabilities	71	2285	65785	97	98	98	530	527	522	6	6	10	11	14	16	58	52	49	24	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	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	34	692	36302				504	514	507	23	12	18	19	22	21	42	51	46	15	15	14
Non-Economically Disadvantaged	49	2032	39164				532	528	528	6	6	8	8	13	13	63	51	48	23	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	80	2706	75053	96	100	99	601	603	597	4	5	7	11	10	12	77	78	72	7	7	9
All Students (Prior Year)	100	2701	73654	100	99	99	532	533	530	5	5	9	15	11	13	69	78	70	11	6	7
Female	43	1310	36872	96	99	99	601	624	621	5	3	5	5	7	9	81	81	74	8	10	12
Male	37	1396	38109	97	100	99	602	583	573	3	6	10	18	13	14	74	76	69	6	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	18	578	30235	100	99	98	625	594	575	0	5	9	25	13	14	67	74	70	8	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	53	1876	35028	95	100	99	601	609	613	6	4	6	10	9	10	78	80	73	6	8	11
Students with Disabilities	12	433	9625	100	100	100	553	554	530	17	10	21	25	16	21	58	71	55	0	3	4
Students without Disabilities	68	2273	65428	93	97	98	611	610	604	2	4	6	8	9	11	81	79	73	8	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	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	33	687	36077				581	572	566	4	8	10	12	12	16	80	77	69	4	3	5
Non-Economically Disadvantaged	47	2019	38950				612	612	618	4	4	5	11	9	9	76	79	73	9	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	109	2855	76019	100	100	100	499	503	499	10	9	14	41	39	39	19	16	14	30	35	33
All Students (Prior Year)	98	2885	76230	96	100	100	519	508	498	4	6	12	31	37	38	11	13	12	53	45	37
Female	51	1384	37207	100	100	100	495	504	499	10	8	12	42	40	41	24	18	14	24	34	33
Male	58	1469	38677	100	100	100	502	502	498	9	11	15	40	39	38	15	15	13	36	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	15	590	29458	100	100	100	471	487	480	30	15	20	50	47	48	10	14	12	10	24	20
Asian/Pacific Islander	NC	80	1673	NC	100	99	NC	524	531	NC	4	4	NC	27	29	NC	20	14	NC	49	53
American Indian/Alaskan Native	--	27	4735	--	100	100	--	484	466	--	8	28	--	54	49	--	17	10	--	21	13
White	84	2018	35880	100	100	100	501	507	515	8	8	7	40	37	32	19	17	16	33	38	45
Students with Disabilities	20	385	9786	100	100	100	472	465	457	20	30	39	55	47	40	5	7	7	20	16	13
Students without Disabilities	89	2470	66233	98	99	99	505	507	503	7	7	11	37	39	39	23	17	14	33	37	35
Limited English Proficient Students	NC	173	15206	NC	100	100	NC	454	459	NC	33	31	NC	53	53	NC	2	7	NC	12	9
Migrant Students	--	NC	745	--	--	--	--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	31	700	35714	--	--	--	476	482	480	21	18	20	46	47	47	21	14	12	11	21	20
Non-Economically Disadvantaged	78	2155	40266	--	--	--	507	509	513	5	7	9	39	37	33	19	17	15	37	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	109	2851	76020	100	100	100	504	506	503	14	18	25	22	22	23	52	45	40	12	14	12
All Students (Prior Year)	98	2864	76202	96	99	100	509	508	505	12	13	19	14	23	24	59	52	46	15	13	11
Female	51	1384	37213	100	100	100	504	509	504	14	16	22	20	21	23	54	48	42	12	15	13
Male	58	1465	38666	100	100	100	504	503	501	13	21	29	25	23	22	51	42	38	11	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	15	589	29442	100	100	99	501	501	494	40	27	37	0	25	26	40	40	31	20	8	6
Asian/Pacific Islander	NC	80	1672	NC	100	99	NC	514	513	NC	11	12	NC	20	19	NC	49	49	NC	20	20
American Indian/Alaskan Native	--	27	4735	--	100	100	--	497	489	--	22	48	--	39	25	--	35	24	--	4	3
White	84	2014	35890	100	100	100	504	508	511	11	16	15	27	22	20	52	46	48	11	16	18
Students with Disabilities	20	383	9784	100	100	100	490	489	485	35	47	58	40	24	19	15	21	19	10	7	4
Students without Disabilities	89	2468	66236	98	98	99	507	508	504	8	15	23	18	22	23	61	47	42	12	15	13
Limited English Proficient Students	NC	173	15198	NC	100	100	NC	481	483	NC	59	59	NC	27	25	NC	14	14	NC	0	1
Migrant Students	--	NC	743	--	--	--	--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	31	700	35703	--	--	--	498	498	494	25	31	37	14	27	26	54	35	31	7	7	6
Non-Economically Disadvantaged	78	2151	40274	--	--	--	506	508	509	9	15	17	25	21	20	52	47	47	13	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	109	2854	75673	100	100	100	541	544	530	13	8	12	23	22	25	58	66	58	6	4	4
All Students (Prior Year)	97	2862	74692	95	99	99	513	513	502	10	10	18	28	26	27	54	56	47	8	9	8
Female	51	1384	37099	100	100	100	555	563	548	8	4	8	26	19	22	62	71	64	4	5	6
Male	58	1468	38441	100	100	99	528	527	513	17	12	16	21	24	29	55	60	52	8	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	15	590	29305	100	100	99	510	528	507	0	10	16	60	27	31	40	59	51	0	3	2
Asian/Pacific Islander	NC	80	1665	NC	100	99	NC	565	573	NC	7	6	NC	17	16	NC	68	67	NC	8	10
American Indian/Alaskan Native	--	27	4707	--	100	100	--	536	492	--	0	19	--	38	33	--	58	46	--	4	1
White	84	2016	35760	100	100	99	544	549	550	13	8	9	20	20	21	59	67	64	7	5	6
Students with Disabilities	20	383	9706	100	100	100	522	485	462	25	26	36	25	32	32	40	40	31	10	2	1
Students without Disabilities	89	2471	65967	98	99	99	546	551	536	10	7	10	23	21	25	63	68	60	5	5	5
Limited English Proficient Students	NC	173	15115	NC	100	100	NC	483	471	NC	19	26	NC	37	38	NC	44	35	NC	0	1
Migrant Students	--	NC	738	--	--	--	--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	31	701	35541	--	--	--	506	523	504	25	14	17	14	23	31	61	61	50	0	2	2
Non-Economically Disadvantaged	78	2153	40091	--	--	--	555	551	550	8	7	9	27	21	21	57	67	64	8	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	106	3176	75001	99	100	99	459	476	468	33	27	37	52	43	36	11	21	16	5	10	10
All Students (Prior Year)	109	2987	71167	96	99	99	460	468	463	36	32	38	45	47	41	14	15	14	4	6	7
Female	56	1568	36846	98	100	99	457	476	468	32	25	36	57	46	38	9	20	16	2	9	10
Male	50	1600	37974	100	100	99	462	476	467	33	29	39	46	39	34	13	21	16	8	11	11
African American	NC	155	3720	NC	100	98	NC	460	446	NC	43	53	NC	39	33	NC	14	9	NC	4	4
Hispanic	20	634	26675	100	100	98	439	462	448	45	37	52	55	42	34	0	15	10	0	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	NC	37	4731	NC	90	98	NC	463	438	NC	38	61	NC	41	30	NC	18	7	NC	3	2
White	75	2237	37785	99	100	99	464	480	482	28	24	25	53	43	39	14	22	21	5	11	15
Students with Disabilities	11	359	8802	100	100	100	397	425	418	91	74	79	9	22	16	0	4	3	0	1	1
Students without Disabilities	95	2817	66199	97	99	99	467	480	472	26	23	34	57	44	38	12	22	17	5	10	11
Limited English Proficient Students	NC	122	11710	NC	100	100	NC	420	429	NC	72	70	NC	28	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	24	628	29814				440	458	448	43	41	53	52	39	33	4	14	10	0	5	4
Non-Economically Disadvantaged	82	2548	45170				465	480	479	30	24	28	52	43	38	12	22	20	6	11	14

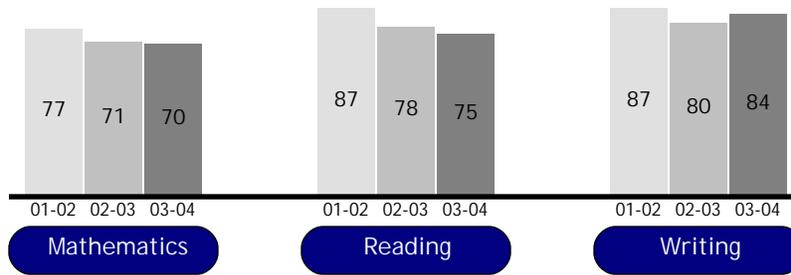
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	3170	74918	99	100	99	502	507	497	23	22	32	13	18	19	53	42	35	12	18	15
All Students (Prior Year)	111	2981	71100	98	99	99	513	510	502	15	17	25	21	19	21	44	46	40	20	18	15
Female	56	1566	36805	98	100	99	502	510	501	20	19	28	13	19	19	57	45	37	11	18	16
Male	50	1599	37936	100	100	99	503	504	493	27	26	35	13	18	18	48	38	33	13	18	14
African American	NC	155	3719	NC	100	98	NC	492	481	NC	35	43	NC	19	21	NC	37	29	NC	8	7
Hispanic	20	634	26645	100	100	99	503	495	478	20	32	46	20	20	20	45	34	27	15	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	NC	37	4729	NC	90	98	NC	494	468	NC	34	57	NC	20	19	NC	34	19	NC	11	4
White	75	2236	37773	99	100	99	502	511	511	23	18	20	11	18	18	54	44	41	12	19	21
Students with Disabilities	11	358	8801	100	100	100	431	455	448	100	72	75	0	14	13	0	11	10	0	3	2
Students without Disabilities	95	2812	66117	97	99	99	511	512	501	14	18	28	14	19	19	59	44	37	13	19	16
Limited English Proficient Students	NC	122	11706	NC	100	100	NC	441	454	NC	80	71	NC	18	16	NC	2	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	24	628	29785				485	490	477	35	36	47	13	23	20	43	32	26	9	9	6
Non-Economically Disadvantaged	82	2542	45115				507	511	508	20	19	23	12	17	18	56	44	39	12	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	106	3170	74503	99	100	99	547	522	491	3	4	9	23	22	32	52	61	51	22	12	8
All Students (Prior Year)	111	2940	69001	98	97	96	496	499	490	9	11	17	41	35	37	49	53	45	1	1	1
Female	56	1566	36686	98	100	99	557	535	506	2	3	5	21	17	29	52	66	57	25	14	9
Male	50	1598	37644	100	100	98	536	509	476	4	6	13	25	28	36	52	56	45	19	10	6
African American	NC	156	3677	NC	100	97	NC	515	475	NC	4	12	NC	24	36	NC	63	46	NC	9	5
Hispanic	20	634	26500	100	100	97	588	510	467	0	6	13	25	27	39	40	56	44	35	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	NC	37	4695	NC	90	97	NC	507	464	NC	3	14	NC	29	39	NC	62	44	NC	6	3
White	75	2235	37606	99	100	99	535	526	508	4	4	6	26	21	28	50	63	56	20	12	10
Students with Disabilities	11	359	8662	100	100	100	401	437	409	18	24	37	73	42	42	9	32	20	0	2	1
Students without Disabilities	95	2811	65841	97	99	98	564	530	499	1	3	7	17	21	32	57	64	53	25	13	8
Limited English Proficient Students	NC	122	11608	NC	100	100	NC	453	430	NC	18	23	NC	40	47	NC	40	28	NC	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	24	629	29587				516	504	465	4	6	14	35	27	40	48	59	43	13	7	4
Non-Economically Disadvantaged	82	2541	44898				556	526	507	2	4	7	20	21	28	53	62	55	25	13	10

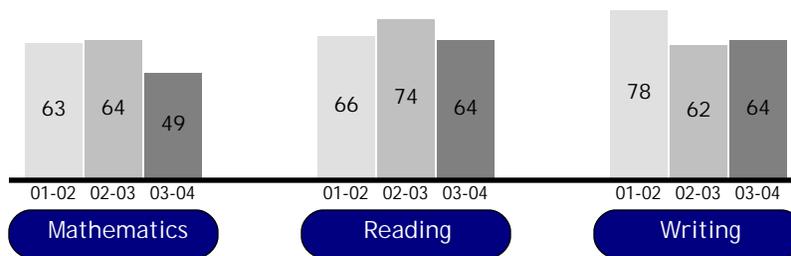
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

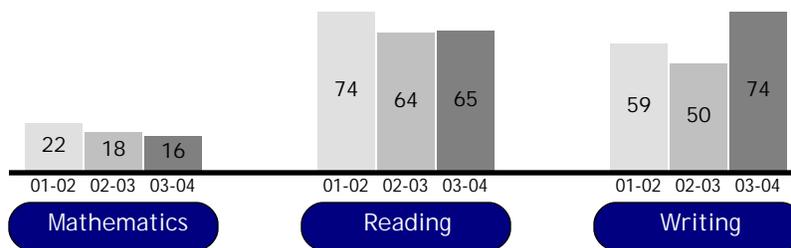
3rd Grade Proficiency



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	99	56	58	44	96	64	62	50	100	63	NA	58
	Language	100	42	56	39	96	56	57	43	100	50	60	50
	Mathematics	100	56	68	52	100	67	71	57	100	66	72	64
3	Reading	100	60	55	43	97	55	58	47	98	60	NA	55
	Language	100	68	64	50	99	63	66	54	98	62	70	61
	Mathematics	100	67	65	50	96	65	67	54	98	62	71	61
4	Reading	100	56	59	47	97	62	63	52	98	60	NA	56
	Language	100	48	57	45	98	59	59	48	100	56	60	52
	Mathematics	100	66	66	52	96	68	67	57	100	68	69	61
5	Reading	99	58	55	46	94	58	61	50	95	65	NA	55
	Language	99	54	51	43	96	53	56	46	98	60	56	49
	Mathematics	99	72	63	54	97	68	67	57	98	73	67	63
6	Reading	100	58	60	49	96	62	63	53	95	62	NA	56
	Language	100	52	54	42	96	54	58	45	97	60	60	48
	Mathematics	100	70	70	58	98	72	73	62	99	74	75	66
7	Reading	100	59	60	48	94	59	63	51	98	64	NA	54
	Language	100	62	64	51	96	63	69	54	99	68	67	58
	Mathematics	100	66	68	54	99	60	70	58	99	63	68	62
8	Reading	99	60	61	49	95	61	62	53	99	64	NA	55
	Language	99	57	60	46	93	63	62	49	99	64	64	52
	Mathematics	99	62	67	54	96	64	66	58	99	59	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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Campus Beautification
- Ü Tax Credit

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	20.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	2	0	0
4 to 6 years	12	8	0	0
7 to 9 years	2	2	0	0
10 or more years	18	15	0	0

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 44
- Core academic classes taught by Highly Qualified (NCLB) teachers. 150
- Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Technology/Computer Lab/Laptop Cart
- Ü Art Room

Extracurricular Activities

- Ü Student Council
- Ü Yearbook Club
- Ü Student Newspaper Club
- Ü National Junior Honor Society

Social Services

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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü A common math block in grades 5-8 provides students to be taught in the appropriate level. An Algebra 3-4 class is held at Heritage for advanced 7/8 graders. Topics of Algebra class is before school at Desert Palms with transportation provided.
- ü The Ambassador Club is an organization for spirited fifth through eighth graders. These students have been selected to greet guests on campus, give tours to new students and their families, and serve as ambassadors at events.

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	54	63
Grades 3-4	69	73
Grades 4-5	59	72
Grades 5-6	82	75
Grades 6-7	67	46
Grades 7-8	70	67

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

Before/after school: playground recess coverage, crossing guards on 53rd/Mountain View/55th Avenues. Security at all evening dances. Fenced-in school areas including west of the multipurpose room 03-04. Mandatory visitor sign-in at school office.

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) :

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.

Contacts

	Name	Phone Number
School Site Council	Lynn Brodie	(623) 412-4525
Transportation Policy	Larry Fahy	(623) 486-6165
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Peggy Knigge	(623) 412-4529
Parent Organization	Ann Murphy	(623) 412-4525
Student Health/Nurse	Claudia Kinsella	(623) 412-4528

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.