

Pioneer School

ARIZONA SCHOOL REPORT CARD 2003-04

6315 W. Port au Prince, Glendale, AZ 85306

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 *

Highly Performing*

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

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

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

School Overview

Principal/Administrator : Dr. Leslie Siegel
Schedule : 8:00 AM to 4:30 PM
Grades : Pre-K-8
2003 Enrollment : 792
Web Address : www.peoriaud.k12.az.us/
Phone Number : (623) 412-4550
Fax Number : (623) 412-4561
E-mail :

Mission

The Pioneer staff believes that each child is unique and capable of success in a changing global society through the cooperative efforts of parents/community, staff and students.

School / Academic Goals

ü To improve math problem-solving, reading comprehension and writing skills across the grade levels.

ü To improve social skills of students.

Instructional Programs

ü On-site Special Education
ü English Acquisition Services
ü Gifted (Project Ideal)
ü PAL

Enrollment

October 1, 2002 School Year Student Enrollment : 798
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 72

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/11/2003
Last Day of School : 5/20/2004

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

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



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Community Involvement
- Ü Parent/Educator Relations
- Ü School Safety Issues

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	4.00	Teacher Aide	13.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	2	1	0	0
10 or more years	20	10	0	1

Shared Responsibilities

School

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment and opportunities to learn. We provide safe, attractive school campuses. Schools invite and maintain high parent involvement.

Parents

Parents take an active role as partners with the school and work collaboratively with staff to educate students. Parents support attendance, completion of homework, model a positive attitude toward learning, activities, and display respect for rules.

Resources Available at School Site

Special Facilities

- Ü 7th/8th Grade Tech Lab
- Ü K-6 Technology Lab

Extracurricular Activities

- Ü Student Council
- Ü Sports
- Ü Support Group
- Ü National Junior Honor Society

Social Services

- Ü Breakfast/Lunch Programs
- Ü After School Program
- Ü Recreational Activities
- Ü Community Meetings

Transportation Policy

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

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Top 10 Middle School in Stanford 9 scores for language as reported by Phoenix Magazine.

ü Received North Central Association accreditation for outstanding goals being met in reading, math and language.

School Honors

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

Award/Honor	Year
ü Top 10 School - Arizona Business Journal	1995
ü North Central Association Candidacy Status	1996
ü North Central Association Accreditation	1998
ü Top 10 School - Phoenix Magazine	1999

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	11	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	6	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	78	89
Grades 3-4	77	68
Grades 4-5	76	69
Grades 5-6	87	90
Grades 6-7	79	71
Grades 7-8	68	71

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

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

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

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	2731	75372	107	100	101	552	529	523	3	5	9	18	23	25	33	41	36	46	31	30
All Students (Prior Year)	85	2609	70809	NA	NA	NA	552	528	518	1	5	11	9	23	27	34	41	35	56	31	27
Female	43	1343	36901	100	98	101	546	530	524	3	4	8	24	23	25	32	41	36	42	31	31
Male	48	1387	38385	114	101	101	557	528	523	3	6	9	13	23	24	34	41	36	50	31	30
African American	NC	118	3589	NC	94	96	NC	512	501	NC	9	18	NC	37	33	NC	39	33	NC	15	16
Hispanic	NC	552	29103	NC	100	99	NC	512	510	NC	10	12	NC	34	31	NC	39	36	NC	18	20
Asian/Pacific Islander	NC	90	1574	NC	99	96	NC	543	549	NC	5	3	NC	20	14	NC	30	34	NC	45	48
American Indian/Alaskan Native	NC	33	5086	NC	97	114	NC	515	491	NC	8	22	NC	29	38	NC	33	28	NC	29	12
White	72	1913	34597	104	99	98	557	534	535	2	3	4	15	20	20	35	43	38	48	34	38
Students with Disabilities	13	247	8057	130	73	99	NA	507	496	NA	16	23	NA	30	31	NA	34	28	NA	19	17
Students without Disabilities	78	2484	67315	104	104	101	552	529	525	3	4	8	18	23	24	33	41	37	46	31	31
Limited English Proficient Students	NC	189	16925	NC	106	112	NC	505	482	NC	11	27	NC	46	40	NC	30	26	NC	13	7
Migrant Students	--	NC	869				--	NC	501	--	NC	17	--	NC	30	--	NC	39	--	NC	14
Economically Disadvantaged	--	205	26325				--	492	504	--	11	15	--	51	34	--	33	33	--	5	18
Non-Economically Disadvantaged	91	2526	49047				552	531	530	3	4	6	18	21	21	33	42	37	46	33	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2716	75221	104	99	101	554	526	523	3	5	8	7	15	16	51	60	56	40	20	21
All Students (Prior Year)	84	2610	70860	NA	NA	NA	564	531	524	0	4	9	4	12	17	40	53	45	56	32	30
Female	41	1338	36833	95	98	100	559	529	526	0	3	6	8	15	15	50	60	56	42	23	23
Male	47	1378	38319	112	100	101	548	522	520	5	7	9	5	16	17	51	60	56	38	18	18
African American	NC	116	3597	NC	92	97	NC	512	510	NC	11	14	NC	21	22	NC	58	53	NC	11	11
Hispanic	NC	553	29019	NC	100	99	NC	516	513	NC	8	12	NC	23	21	NC	54	55	NC	14	13
Asian/Pacific Islander	NC	90	1572	NC	99	95	NC	536	536	NC	3	2	NC	13	9	NC	59	57	NC	25	31
American Indian/Alaskan Native	NC	34	5071	NC	100	114	NC	518	502	NC	4	20	NC	20	27	NC	60	46	NC	16	8
White	70	1900	34543	101	98	97	557	529	531	2	4	4	5	13	12	52	61	58	42	22	26
Students with Disabilities	13	248	8006	130	73	99	NA	509	505	NA	14	22	NA	27	23	NA	49	42	NA	10	13
Students without Disabilities	75	2468	67215	100	103	101	554	526	524	3	5	7	7	15	16	51	60	56	40	20	21
Limited English Proficient Students	NC	189	16853	NC	106	112	NC	503	489	NC	19	29	NC	26	36	NC	47	32	NC	9	3
Migrant Students	--	NC	866				--	NC	503	--	NC	19	--	NC	23	--	NC	49	--	NC	8
Economically Disadvantaged	--	204	26256				--	494	509	--	19	14	--	36	24	--	44	51	--	1	11
Non-Economically Disadvantaged	88	2512	48965				554	528	528	3	4	5	7	14	13	51	61	58	40	21	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	2701	73654	105	99	99	548	533	530	1	5	9	4	11	13	81	78	70	14	6	7
All Students (Prior Year)	83	2434	68592	NA	NA	NA	577	550	542	1	4	9	0	8	12	62	72	63	37	16	16
Female	41	1338	36239	95	98	99	551	539	537	0	3	7	3	8	11	81	81	72	17	8	10
Male	48	1363	37301	114	99	98	544	526	523	3	7	12	5	13	15	82	75	68	11	4	5
African American	NC	117	3488	NC	93	94	NC	523	515	NC	10	16	NC	12	18	NC	74	62	NC	3	4
Hispanic	NC	541	28348	NC	98	96	NC	524	520	NC	8	13	NC	16	17	NC	73	65	NC	3	5
Asian/Pacific Islander	NC	89	1558	NC	98	95	NC	543	547	NC	1	3	NC	8	8	NC	82	76	NC	8	13
American Indian/Alaskan Native	NC	33	4947	NC	97	111	NC	529	507	NC	4	22	NC	8	22	NC	80	53	NC	8	3
White	70	1893	33924	101	98	96	550	535	537	0	4	5	3	10	10	82	79	75	15	7	9
Students with Disabilities	13	244	7306	130	72	90	NA	521	506	NA	19	24	NA	8	20	NA	69	52	NA	4	4
Students without Disabilities	76	2457	66348	101	102	100	548	533	531	1	5	8	4	11	13	81	78	71	14	6	8
Limited English Proficient Students	NC	186	16422	NC	104	109	NC	510	495	NC	18	30	NC	20	27	NC	61	43	NC	2	0
Migrant Students	--	10	849				--	488	511	--	25	19	--	25	22	--	50	56	--	0	4
Economically Disadvantaged	--	204	25711				--	501	514	--	19	16	--	23	19	--	58	61	--	1	3
Non-Economically Disadvantaged	89	2497	47943				548	535	535	1	4	7	4	10	11	81	79	74	14	6	9

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

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

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	104	2885	76230	112	100	101	498	508	498	9	6	12	47	37	38	9	13	12	35	45	37
All Students (Prior Year)	108	2848	72888	NA	NA	NA	501	497	494	10	10	14	40	42	40	14	14	12	36	34	34
Female	43	1398	37247	100	99	100	492	510	500	14	4	11	49	37	40	8	13	13	30	46	37
Male	61	1484	38725	122	100	101	504	507	497	5	7	14	45	37	37	11	13	12	39	43	37
African American	NC	140	3594	NC	94	96	NC	490	476	NC	10	22	NC	51	46	NC	12	11	NC	27	21
Hispanic	14	630	28100	93	98	98	481	499	482	14	7	18	57	46	47	14	13	11	14	35	24
Asian/Pacific Islander	NC	81	1447	NC	99	95	NC	525	527	NC	3	5	NC	25	26	NC	12	11	NC	60	58
American Indian/Alaskan Native	NC	39	5292	NC	100	113	NC	499	463	NC	9	31	NC	47	47	NC	9	8	NC	35	14
White	78	1964	35389	113	99	96	504	512	514	8	5	6	41	34	32	8	13	14	42	48	48
Students with Disabilities	23	244	9022	209	91	105	NA	461	465	NA	36	31	NA	39	43	NA	3	8	NA	21	17
Students without Disabilities	81	2641	67208	99	101	100	498	510	500	9	5	12	47	37	38	9	13	12	35	45	38
Limited English Proficient Students	NC	159	14826	NC	105	113	NC	482	460	NC	6	31	NC	56	51	NC	19	8	NC	19	10
Migrant Students	--	15	837				--	528	478	--	0	19	--	25	51	--	25	8	--	50	21
Economically Disadvantaged	--	100	25037				--	462	477	--	18	21	--	68	47	--	7	11	--	7	21
Non-Economically Disadvantaged	104	2785	51193				498	510	507	9	5	9	47	36	35	9	13	13	35	46	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2864	76202	110	99	101	509	508	505	12	13	19	21	23	24	55	52	46	12	13	11
All Students (Prior Year)	108	2848	72779	NA	NA	NA	511	507	505	16	15	21	13	20	20	48	50	43	22	15	15
Female	42	1396	37231	98	99	100	508	511	507	17	9	16	17	22	24	47	54	48	19	16	13
Male	60	1465	38718	120	99	101	510	505	503	8	16	22	26	24	24	62	49	44	5	11	10
African American	NC	139	3600	NC	93	97	NC	501	497	NC	21	28	NC	30	29	NC	40	39	NC	8	5
Hispanic	15	630	28090	100	98	98	513	504	497	0	16	28	13	28	30	88	47	37	0	9	5
Asian/Pacific Islander	NC	80	1443	NC	98	95	NC	517	515	NC	9	9	NC	12	19	NC	63	53	NC	15	19
American Indian/Alaskan Native	NC	38	5311	NC	97	113	NC	505	491	NC	15	38	NC	35	31	NC	47	28	NC	3	3
White	76	1952	35371	110	99	96	510	509	512	14	11	10	19	21	20	52	53	54	16	15	16
Students with Disabilities	21	234	9097	191	87	106	NA	497	493	NA	39	39	NA	25	27	NA	29	29	NA	7	5
Students without Disabilities	81	2630	67105	99	100	100	509	508	506	12	12	18	21	23	24	55	52	47	12	13	12
Limited English Proficient Students	NC	158	14780	NC	105	113	NC	499	486	NC	19	50	NC	25	32	NC	56	18	NC	0	1
Migrant Students	--	14	832				--	512	492	--	0	36	--	0	31	--	100	31	--	0	3
Economically Disadvantaged	--	99	24961				--	486	495	--	49	32	--	34	30	--	16	34	--	0	4
Non-Economically Disadvantaged	102	2765	51241				509	509	509	12	11	14	21	23	22	55	53	51	12	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	101	2862	74692	109	99	99	502	513	502	13	10	18	32	26	27	49	56	47	5	9	8
All Students (Prior Year)	107	2780	70710	NA	NA	NA	522	523	512	13	10	17	14	23	26	59	51	42	14	16	16
Female	42	1388	36710	98	98	99	507	522	509	14	6	14	28	22	26	50	61	50	8	11	10
Male	59	1472	37742	118	100	98	497	504	495	13	14	22	36	29	28	49	51	44	3	6	6
African American	NC	141	3516	NC	95	94	NC	505	487	NC	13	26	NC	34	31	NC	45	39	NC	9	4
Hispanic	15	631	27492	100	98	96	506	506	486	0	12	27	33	29	32	67	53	38	0	7	4
Asian/Pacific Islander	NC	80	1428	NC	98	94	NC	529	528	NC	8	8	NC	14	20	NC	60	54	NC	18	18
American Indian/Alaskan Native	NC	39	5166	NC	100	110	NC	495	470	NC	21	39	NC	24	32	NC	53	27	NC	3	2
White	74	1943	34785	107	98	94	503	515	517	14	9	10	32	25	23	47	57	56	7	9	11
Students with Disabilities	20	231	8428	182	86	98	NA	473	472	NA	40	38	NA	25	30	NA	35	29	NA	0	3
Students without Disabilities	81	2631	66264	99	100	99	502	514	503	13	9	17	32	26	27	49	56	48	5	9	8
Limited English Proficient Students	NC	159	14363	NC	105	109	NC	492	459	NC	19	47	NC	31	34	NC	44	19	NC	6	1
Migrant Students	--	15	814				--	552	475	--	0	33	--	0	37	--	75	27	--	25	2
Economically Disadvantaged	--	97	24507				--	467	480	--	30	31	--	54	33	--	17	33	--	0	3
Non-Economically Disadvantaged	101	2765	50185				502	514	511	13	9	13	32	25	24	49	57	53	5	9	10

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

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

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	91	2987	71167	96	99	99	460	468	463	44	32	38	39	47	41	13	15	14	5	6	7
All Students (Prior Year)	82	2820	66213	NA	NA	NA	467	470	459	41	29	39	36	46	40	11	18	14	12	7	7
Female	51	1483	34825	96	98	99	461	466	462	36	32	38	49	49	42	13	15	14	2	4	6
Male	40	1500	36047	95	99	99	459	469	464	55	33	38	24	44	39	12	15	15	9	8	8
African American	NC	153	3225	NC	99	95	NC	445	441	NC	54	57	NC	38	34	NC	7	6	NC	2	2
Hispanic	NC	566	23643	NC	96	97	NC	456	445	NC	44	53	NC	40	37	NC	13	8	NC	2	2
Asian/Pacific Islander	NC	85	1503	NC	94	100	NC	484	493	NC	18	18	NC	49	40	NC	21	23	NC	12	19
American Indian/Alaskan Native	NC	35	5161	NC	100	103	NC	470	435	NC	34	63	NC	41	30	NC	14	5	NC	10	2
White	75	2131	35245	97	99	95	463	471	476	40	29	26	41	49	45	15	16	19	4	7	10
Students with Disabilities	NC	250	8095	NC	88	104	NC	429	426	NC	69	69	NC	28	25	NC	1	5	NC	1	1
Students without Disabilities	82	2737	63072	98	100	99	460	469	464	44	31	37	39	47	41	13	15	15	5	6	7
Limited English Proficient Students	NC	113	10317	NC	130	111	NC	409	426	NC	78	72	NC	22	25	NC	0	2	NC	0	1
Migrant Students	--	NC	614				--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	--	24	17057				--	424	440	--	68	58	--	32	34	--	0	6	--	0	2
Non-Economically Disadvantaged	91	2963	54110				460	468	468	44	32	33	39	47	43	13	15	16	5	6	8

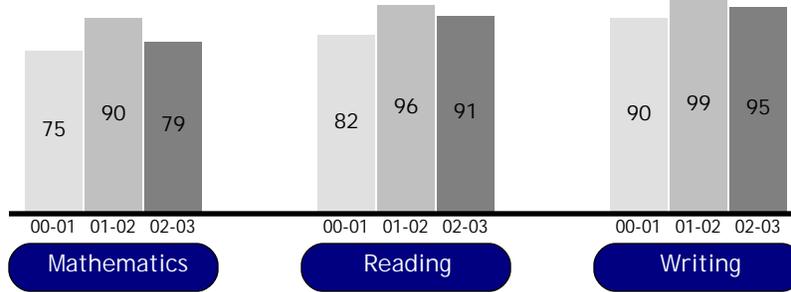
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	2981	71100	97	99	99	506	510	502	16	17	25	21	19	21	51	46	40	12	18	15
All Students (Prior Year)	85	2813	66144	NA	NA	NA	511	514	504	18	15	24	12	19	20	46	47	40	24	20	16
Female	52	1480	34801	98	98	99	515	513	505	4	13	21	23	20	22	63	49	42	10	18	15
Male	40	1498	36010	95	99	99	493	507	499	33	22	28	18	18	20	33	43	38	15	17	14
African American	NC	154	3219	NC	100	95	NC	494	486	NC	29	38	NC	25	24	NC	38	31	NC	7	7
Hispanic	NC	569	23630	NC	97	96	NC	502	485	NC	23	37	NC	22	25	NC	41	32	NC	14	6
Asian/Pacific Islander	NC	86	1509	NC	96	100	NC	518	522	NC	12	12	NC	19	14	NC	41	46	NC	27	28
American Indian/Alaskan Native	NC	35	5144	NC	100	102	NC	503	478	NC	24	46	NC	21	24	NC	41	25	NC	14	5
White	76	2119	35198	99	98	95	510	513	515	14	15	15	16	18	18	57	48	47	13	19	21
Students with Disabilities	NC	266	8121	NC	94	105	NC	470	470	NC	58	55	NC	21	20	NC	13	21	NC	8	4
Students without Disabilities	83	2715	62979	99	99	99	506	511	503	16	17	23	21	19	21	51	47	41	12	18	15
Limited English Proficient Students	NC	113	10304	NC	130	110	NC	465	462	NC	57	63	NC	14	23	NC	29	13	NC	0	1
Migrant Students	--	NC	623				--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	--	26	17040				--	462	483	--	59	40	--	27	25	--	14	29	--	0	6
Non-Economically Disadvantaged	92	2955	54060				506	511	507	16	17	20	21	19	20	51	46	43	12	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	2940	69001	91	97	96	492	499	490	14	11	17	42	35	37	41	53	45	3	1	1
All Students (Prior Year)	83	2741	63579	NA	NA	NA	500	503	493	14	8	15	36	38	42	49	52	41	1	2	2
Female	49	1461	34086	92	97	97	499	506	496	7	6	13	40	33	36	51	59	51	2	2	1
Male	37	1476	34644	88	97	95	483	492	484	26	16	22	45	37	39	26	47	38	3	1	0
African American	NC	150	3115	NC	97	92	NC	485	478	NC	21	25	NC	42	44	NC	36	31	NC	1	0
Hispanic	NC	563	22656	NC	96	92	NC	491	476	NC	14	27	NC	40	43	NC	45	30	NC	0	0
Asian/Pacific Islander	NC	81	1472	NC	90	98	NC	508	507	NC	4	8	NC	35	30	NC	59	60	NC	1	2
American Indian/Alaskan Native	NC	35	4940	NC	100	98	NC	487	469	NC	14	34	NC	48	43	NC	38	23	NC	0	0
White	70	2095	34501	91	97	93	494	502	500	14	9	10	41	33	34	42	57	55	3	1	1
Students with Disabilities	NC	258	7386	NC	91	95	NC	460	459	NC	46	46	NC	29	37	NC	24	17	NC	0	0
Students without Disabilities	77	2682	61615	92	98	97	492	500	491	14	10	16	42	35	37	41	54	45	3	1	1
Limited English Proficient Students	NC	109	9662	NC	125	104	NC	441	454	NC	71	51	NC	29	40	NC	0	9	NC	0	0
Migrant Students	--	NC	590				--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0
Economically Disadvantaged	--	26	16383				--	463	472	--	32	30	--	55	43	--	14	26	--	0	0
Non-Economically Disadvantaged	86	2914	52618				492	499	494	14	10	14	42	35	36	41	54	49	3	1	1

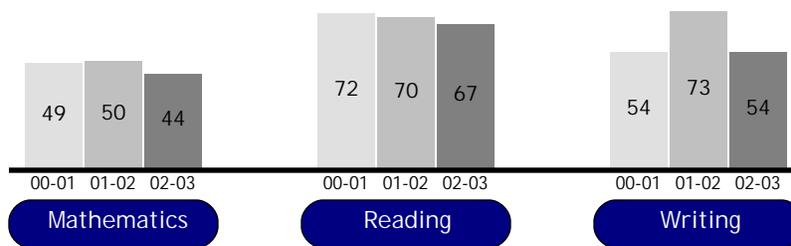
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

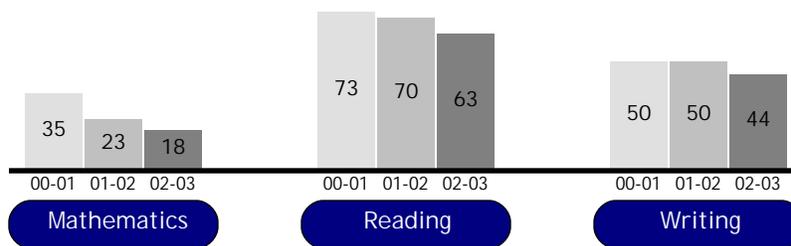
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

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

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

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

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

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

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	77	61	63	53	89	62	58	44	78	57	62	50
	Language	81	53	57	45	89	59	56	39	95	50	57	43
	Mathematics	79	62	71	56	89	59	68	52	92	65	71	57
3	Reading	86	65	58	50	91	62	55	43	99	66	58	47
	Language	86	75	68	55	91	71	64	50	99	69	66	54
	Mathematics	87	72	67	53	91	71	65	50	99	71	67	54
4	Reading	86	66	62	55	90	64	59	47	100	64	63	52
	Language	85	61	58	50	90	59	57	45	97	61	59	48
	Mathematics	86	66	66	56	90	68	66	52	99	69	67	57
5	Reading	87	58	59	51	92	58	55	46	98	69	61	50
	Language	86	53	53	46	92	54	51	43	98	59	56	46
	Mathematics	86	71	66	56	91	66	63	54	99	69	67	57
6	Reading	92	63	63	54	99	61	60	49	100	66	63	53
	Language	91	57	56	46	99	54	54	42	99	60	58	45
	Mathematics	91	71	74	61	99	71	70	58	100	79	73	62
7	Reading	88	71	64	53	98	60	60	48	100	68	63	51
	Language	86	80	68	55	99	63	64	51	98	72	69	54
	Mathematics	89	77	71	57	98	63	68	54	100	67	70	58
8	Reading	89	69	63	55	99	56	61	49	99	59	62	53
	Language	89	69	61	50	99	65	60	46	99	55	62	49
	Mathematics	89	77	64	57	99	68	67	54	99	63	66	58

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

School Safety

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

Pioneer Elementary School promotes a safe, orderly and positive school climate by implementing the following programs and activities: Safe route to school, Bullies and Victims; Crisis Management Plan, Site Council and Student of the Month.

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	Jim Cummings	(623) 486-6000
Transportation Policy	Larry Fahy	(623) 486-6000
Community Resources	Nick Babina	(623) 412-4550
School Nutrition Programs	Willie Gentry	(623) 486-6000
Parent Organization	Leslie Siegel	(623) 412-4550
Student Health/Nurse	Miriam Durgut	(623) 412-4550

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

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

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

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

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

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

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

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

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

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