ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Pioneer School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6315 W Port au Prince, Glendale, AZ 85306

Peoria Unified School District

AZ LEARNS[1]

Elementary Achievement Profile (a)

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

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

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	N/A
2002-03	N/A

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

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.

School Overview

Principal/Administrator :	Dr. Leslie Siegel
Schedule :	08:00 AM to 04:00 PM
Grades :	Pre-K-8
2005 Enrollment :	707
Web Address :	peoriaud.k12. az.us/pioneer
Phone Number :	(623) 412-4550
Fax Number :	(623) 412-4561
E-mail :	lsiegel@peroiaud.k12.az.us

Mission

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

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.

"Every student, every day, prepared to meet tomorrow"

School / Academic Goals

- Pioneer Elementary will increase student achievement for the 2005-2006 school year in reading, language and math.
- Pioneer Elementary will continue to expand the use of technology as a tool for the instruction provided to students.
- Pioneer Elementary will provide a safe and orderly environment for students and staff to teach, learn and focus on academics and student growth.
- Pioneer Elementary continues to focus on a strong and ongoing partnership with the local commuity.

Enrollment

October 1, 2004 School Year Student Enrollment :	759
Accepting New Students in 2005-06 Under Open Enrollment Law : [2]	Yes
Number of Students Attending Under Open Enrollment in 2004-05 :	73

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- On-site Special Education
- English Acquisition Services
- Gifted (Project Ideal)
- PAL
- Kindergarten Enrichment
- Pioneer Passage
- Community Preschool

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 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 Unified School District employees to provide all students with the best learning environment and opportunities to learn. The continuous use of data is seen as centeral to accomplishing our mission to improve student performance. We work to help the community's understanding of assessment results as they relate to improved student learning. Additionally, we provide safe, attractive school campuses and strive to maintain high parental 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. Attendance at parent/teacher conferences and regular communication further support their child's academic career.

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.

School Honors

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

Award/Honor	Year
Silver Apple Award	2003
North Central Association Candidacy Status	1996
North Central Association Accreditation	1998
Top 10 School - Phoenix Magazine	1999

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	89	2834	79306	99	100	99	453	448	445	9	7	10	14	15	18	54	57	51	23	20	20
All Students (Prior Year)	81	2724	75509	100	100	100	558	529	521	8	8	13	23	21	23	23	35	33	46	35	31
Female	34	1346	38691	100	100	99	454	453	446	11	6	10	14	14	18	50	60	52	25	20	20
Male	55	1488	40583	98	100	99	452	443	445	9	8	11	13	17	18	57	55	50	22	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	12	655	32869	100	99	99	417	428	429	29	12	15	14	22	25	57	57	51	0	9	10
Asian/Pacific Islander	NC	85	1935	NC	98	99	NC	460	474	NC	4	3	NC	15	9	NC	51	48	NC	29	40
American Indian/Alaskan Native	--	46	4264	--	100	100	--	419	419	--	8	19	--	35	30	--	48	45	--	10	6
White	71	1898	36197	99	100	99	458	455	463	7	6	5	13	12	11	56	58	53	25	24	31
Students with Disabilities	27	435	10321	100	100	100	420	391	389	23	23	30	27	27	27	41	40	34	9	10	9
Students without Disabilities	62	2404	69060	97	98	98	467	458	454	4	4	7	8	13	17	60	61	54	29	22	22
Limited English Proficient Students	NC	226	15509	NC	100	100	NC	356	406	NC	23	20	NC	29	30	NC	41	45	NC	6	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	29	569	39415	94	85	96	451	439	431	10	13	15	10	17	25	52	58	50	28	12	10
Non-Economically Disadvantaged	60	2270	39966	100	100	100	454	450	459	9	6	6	16	15	12	56	57	52	20	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	89	2834	79395	99	0	99	469	458	446	7	4	9	12	18	25	59	64	55	22	13	11
All Students (Prior Year)	81	2724	75492	100	100	100	550	525	519	4	7	12	14	15	16	44	51	47	38	27	24
Female	34	1346	38743	100	0	100	479	469	451	4	3	7	7	14	24	68	68	57	21	16	12
Male	55	1488	40618	98	0	99	464	448	440	9	6	11	15	22	27	54	61	53	22	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	12	655	32915	100	0	99	424	439	426	29	8	15	29	25	35	29	61	47	14	6	4
Asian/Pacific Islander	NC	85	1936	NC	0	99	NC	465	468	NC	3	3	NC	13	14	NC	64	63	NC	21	19
American Indian/Alaskan Native	--	46	4271	--	0	100	--	435	420	--	3	15	--	35	42	--	38	41	--	25	2
White	71	1898	36221	99	0	99	474	465	465	3	3	4	10	15	15	66	66	63	21	16	17
Students with Disabilities	27	435	10331	100	0	100	438	400	388	18	15	25	27	34	37	45	43	34	9	8	4
Students without Disabilities	62	2404	69139	97	0	99	483	469	454	2	2	7	6	15	24	65	68	58	27	14	11
Limited English Proficient Students	NC	226	15545	NC	0	100	NC	358	399	NC	15	21	NC	42	42	NC	41	35	NC	2	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	29	569	39484	94	0	96	472	449	429	7	8	14	21	24	35	41	61	47	31	7	4
Non-Economically Disadvantaged	60	2270	39986	100	0	100	467	460	461	7	3	4	7	16	16	71	65	63	16	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	89	2826	78869	99	100	99	455	453	442	3	3	6	22	17	21	68	70	63	8	10	10
All Students (Prior Year)	81	2706	75053	100	100	99	567	603	597	7	5	7	13	10	12	80	78	72	0	7	9
Female	34	1343	38536	100	100	99	472	474	458	4	1	4	14	9	15	68	75	67	14	14	14
Male	55	1483	40302	98	100	99	445	435	428	2	5	8	26	23	26	67	66	60	4	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	12	651	32606	100	99	98	449	439	426	0	4	8	43	22	27	43	68	60	14	6	5
Asian/Pacific Islander	NC	85	1925	NC	98	99	NC	464	471	NC	1	3	NC	10	11	NC	73	64	NC	15	22
American Indian/Alaskan Native	--	46	4245	--	100	100	--	435	423	--	0	9	--	23	26	--	65	61	--	13	4
White	71	1895	36078	99	100	99	459	458	459	3	3	4	16	15	16	72	71	66	8	11	14
Students with Disabilities	27	435	10246	100	100	100	400	386	367	9	8	18	55	37	39	36	48	40	0	7	4
Students without Disabilities	62	2396	68697	97	98	98	478	466	454	0	2	4	8	13	18	81	74	67	12	11	11
Limited English Proficient Students	NC	224	15339	NC	100	100	NC	359	399	NC	9	11	NC	33	31	NC	54	54	NC	4	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	29	567	39106	94	85	95	444	444	427	7	4	8	24	22	28	66	68	59	3	5	5
Non-Economically Disadvantaged	60	2264	39837	100	100	100	462	456	457	0	3	4	20	15	14	69	71	67	11	11	15

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 2004-05 [3]

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	101	2918	78906	100	100	99	506	507	498	13	10	13	20	16	19	43	48	48	24	26	20
All Students (Prior Year)	96	2855	76019	100	100	100	496	503	499	12	9	14	41	39	39	13	16	14	34	35	33
Female	43	1425	38644	100	99	99	503	508	500	10	9	12	21	16	19	51	49	49	18	25	19
Male	58	1492	40236	100	100	99	508	507	497	15	11	15	19	16	19	36	46	46	30	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	13	653	31938	100	100	99	481	488	481	9	17	19	36	21	25	45	45	46	9	17	10
Asian/Pacific Islander	NC	96	1805	NC	99	98	NC	526	536	NC	3	5	NC	12	8	NC	49	45	NC	36	42
American Indian/Alaskan Native	--	41	4593	--	100	100	--	476	467	--	14	26	--	22	29	--	46	39	--	19	6
White	79	1993	36483	100	100	99	509	515	517	13	8	7	15	14	13	46	49	51	25	29	30
Students with Disabilities	24	413	10664	100	100	100	455	435	430	39	32	42	33	29	27	22	29	26	6	10	5
Students without Disabilities	77	2507	68310	99	98	98	519	519	509	6	7	9	16	14	18	49	51	51	29	29	22
Limited English Proficient Students	NC	182	12573	NC	100	100	NC	403	454	NC	30	27	NC	22	30	NC	43	38	NC	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	24	573	38679	83	87	96	476	493	483	22	17	20	35	23	25	39	45	45	4	15	10
Non-Economically Disadvantaged	77	2347	40295	100	100	100	517	511	513	10	9	7	14	14	13	44	49	50	32	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	101	2919	78908	100	0	99	492	492	484	3	6	10	28	18	23	62	65	58	7	11	9
All Students (Prior Year)	96	2851	76020	100	100	100	507	506	503	20	18	25	15	22	23	53	45	40	12	14	12
Female	43	1426	38648	100	0	99	496	497	489	0	4	8	23	14	22	69	69	61	8	12	10
Male	58	1492	40233	100	0	99	488	487	479	6	8	12	32	21	25	55	61	55	6	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	13	653	31940	100	0	99	465	473	465	9	11	16	55	27	32	36	57	49	0	5	3
Asian/Pacific Islander	NC	96	1805	NC	0	98	NC	502	507	NC	4	4	NC	9	13	NC	76	65	NC	11	18
American Indian/Alaskan Native	--	41	4569	--	0	100	--	464	457	--	11	18	--	16	39	--	65	41	--	8	2
White	79	1994	36502	100	0	99	496	499	502	3	4	4	24	15	14	66	67	67	7	14	15
Students with Disabilities	24	415	10665	100	0	100	460	428	423	17	20	30	50	34	36	28	41	31	6	4	2
Students without Disabilities	77	2506	68312	99	0	98	500	503	493	0	4	7	22	15	21	71	69	62	7	12	10
Limited English Proficient Students	NC	182	12556	NC	0	100	NC	389	436	NC	20	24	NC	37	40	NC	41	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	24	574	38662	83	0	96	475	481	468	4	9	16	43	29	32	48	57	49	4	5	3
Non-Economically Disadvantaged	77	2347	40315	100	0	100	498	495	498	3	5	5	22	15	15	67	67	66	8	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	2920	78750	100	100	99	504	512	500	3	3	6	29	22	29	65	72	63	2	3	2
All Students (Prior Year)	96	2854	75673	100	100	100	533	544	530	5	8	12	24	22	25	68	66	58	3	4	4
Female	43	1427	38586	100	99	99	522	524	515	3	2	4	18	15	22	77	79	71	3	3	3
Male	58	1492	40135	100	100	99	489	499	486	4	4	8	38	29	35	55	65	56	2	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	13	654	31841	100	100	99	493	500	483	0	4	8	36	29	36	64	65	55	0	2	1
Asian/Pacific Islander	NC	96	1802	NC	99	98	NC	527	533	NC	2	2	NC	17	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	--	41	4586	--	100	100	--	485	481	--	8	8	--	16	37	--	76	54	--	0	1
White	79	1994	36440	100	100	99	508	517	516	3	3	3	28	20	22	66	75	71	3	3	4
Students with Disabilities	24	414	10622	100	100	100	453	436	415	6	10	21	78	47	50	17	42	28	0	1	1
Students without Disabilities	77	2508	68196	99	98	98	517	524	513	3	2	3	16	18	25	78	77	69	3	3	3
Limited English Proficient Students	NC	183	12504	NC	100	100	NC	410	451	NC	8	12	NC	38	44	NC	51	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	24	574	38558	83	88	96	467	498	485	13	6	8	35	29	37	52	65	54	0	1	1
Non-Economically Disadvantaged	77	2348	40260	100	100	100	517	515	514	0	3	3	27	20	21	70	74	72	3	3	4

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 2004-05 [3]

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	102	3236	78250	97	100	99	573	558	548	5	13	21	20	17	18	59	57	48	16	13	13
All Students (Prior Year)	90	3176	75001	100	100	99	460	476	468	38	27	37	40	43	36	17	21	16	5	10	10
Female	48	1575	38071	98	100	99	564	558	549	2	11	20	27	17	19	61	59	49	10	13	12
Male	54	1658	40126	96	100	99	580	558	547	8	15	23	14	16	17	57	56	46	22	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	16	686	29129	100	100	99	572	543	527	0	19	32	21	23	23	64	50	40	14	9	6
Asian/Pacific Islander	NC	101	1747	NC	100	100	NC	586	589	NC	5	9	NC	7	9	NC	64	50	NC	23	32
American Indian/Alaskan Native	--	42	4996	--	100	100	--	534	518	--	13	36	--	19	25	--	69	36	--	0	4
White	77	2233	38320	95	100	99	575	563	568	7	11	12	19	15	14	56	59	55	19	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	97	2867	68996	100	99	99	577	570	561	1	7	16	20	16	18	61	62	52	17	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	19	556	33388	100	90	94	542	546	530	16	20	32	32	22	22	53	50	40	0	8	5
Non-Economically Disadvantaged	85	2682	44937	99	100	100	580	561	561	3	11	13	16	16	15	61	59	54	20	14	18

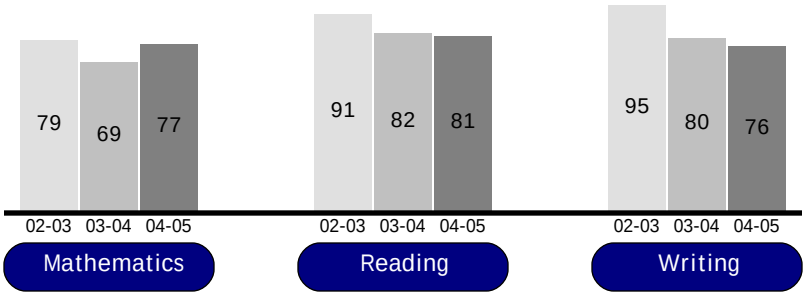
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	3238	78302	97	0	99	542	524	512	3	7	11	18	19	25	65	68	57	13	7	7
All Students (Prior Year)	90	3170	74918	100	100	99	497	507	497	26	22	32	25	18	19	40	42	35	8	18	15
Female	48	1575	38082	98	0	99	540	528	518	2	4	8	24	17	24	63	72	61	10	7	7
Male	54	1660	40166	96	0	99	544	520	507	4	9	14	14	21	26	67	64	54	16	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	16	686	29152	100	0	99	545	510	492	0	12	17	21	25	34	57	58	46	21	5	2
Asian/Pacific Islander	NC	101	1746	NC	0	100	NC	545	542	NC	1	5	NC	13	13	NC	77	66	NC	9	16
American Indian/Alaskan Native	--	43	4993	--	0	100	--	494	484	--	9	19	--	33	38	--	52	42	--	6	1
White	77	2234	38347	95	0	99	544	528	531	4	5	5	17	17	17	66	70	68	13	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	97	2869	69024	100	0	99	546	535	524	1	3	7	18	17	23	67	72	62	14	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	19	556	33398	100	0	94	520	511	495	11	12	18	26	28	35	63	58	46	0	3	2
Non-Economically Disadvantaged	85	2684	44979	99	0	100	547	527	525	1	5	6	16	17	18	67	70	66	16	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	102	3229	78094	97	100	99	577	561	545	0	2	3	4	11	18	93	86	77	2	2	2
All Students (Prior Year)	90	3170	74503	100	100	99	518	522	491	8	4	9	17	22	32	64	61	51	11	12	8
Female	48	1573	38025	98	100	99	576	569	558	0	1	2	0	6	13	98	91	82	2	2	2
Male	54	1653	40013	96	99	99	577	552	534	0	3	5	8	15	23	90	81	71	2	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	16	685	29068	100	100	99	585	547	523	0	3	5	0	17	27	93	80	67	7	1	1
Asian/Pacific Islander	NC	101	1743	NC	100	100	NC	588	577	NC	0	2	NC	4	9	NC	91	82	NC	5	8
American Indian/Alaskan Native	--	42	4981	--	100	100	--	558	526	--	3	4	--	3	25	--	94	70	--	0	0
White	77	2228	38265	95	100	99	577	564	564	0	1	2	6	9	11	93	88	84	1	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	97	2862	68892	100	99	98	580	573	559	0	1	2	2	7	14	95	90	82	2	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	19	556	33296	100	90	94	558	547	527	0	2	5	11	19	27	89	78	67	0	1	0
Non-Economically Disadvantaged	85	2675	44871	99	100	100	580	564	559	0	2	2	3	9	12	95	88	84	3	2	3

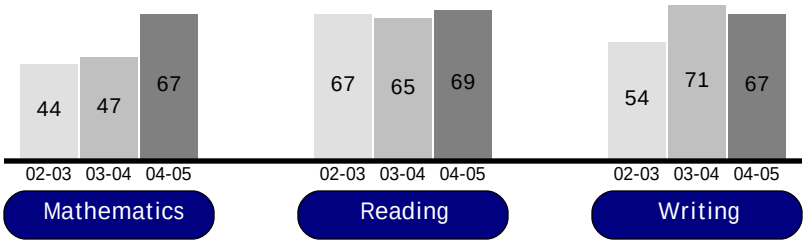
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

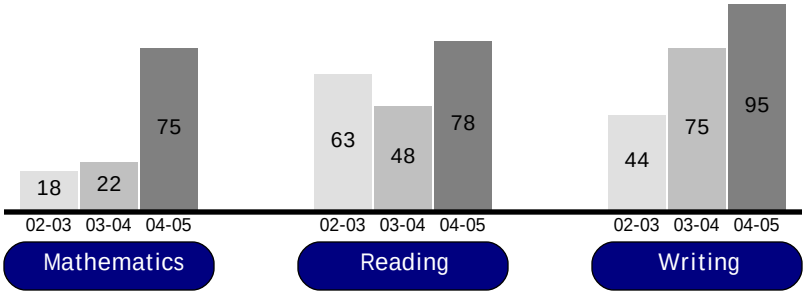
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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.

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	78	57	62	50	100	63	NA	58	97	41	53	47
	Language	95	50	57	43	100	52	60	50	97	39	53	47
	Mathematics	92	65	71	57	100	58	72	64	97	51	53	50
3	Reading	99	66	58	47	100	59	NA	55	99	53	52	44
	Language	99	69	66	54	100	66	70	61	99	49	50	44
	Mathematics	99	71	67	54	100	63	71	61	99	53	55	51
4	Reading	100	64	63	52	100	59	NA	56	100	56	54	48
	Language	97	61	59	48	100	48	60	52	100	53	55	49
	Mathematics	99	69	67	57	100	62	69	61	100	56	58	53
5	Reading	98	69	61	50	100	58	NA	55	100	56	56	50
	Language	98	59	56	46	100	49	56	49	100	51	56	50
	Mathematics	99	69	67	57	100	67	67	63	100	47	52	49
6	Reading	100	66	63	53	99	67	NA	56	100	57	58	51
	Language	99	60	58	45	98	59	60	48	100	55	55	47
	Mathematics	100	79	73	62	98	75	75	66	100	59	59	52
7	Reading	100	68	63	51	96	64	NA	54	99	59	59	50
	Language	98	72	69	54	96	65	67	58	99	57	62	52
	Mathematics	100	67	70	58	96	68	68	62	99	57	57	50
8	Reading	99	59	62	53	99	55	NA	55	99	64	58	51
	Language	99	55	62	49	99	59	64	52	99	59	56	50
	Mathematics	99	63	66	58	100	61	69	61	99	58	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/

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	Council Duties
2 School Administrator(s)	ü Community Connectedness / Involvement
2 Non-certified Employee(s)	ü Parent / Educator Relations
2 Teacher(s)	ü School Safety Issues
2 Parent(s)	ü School Goals / Achievement
0 Community Member(s)	
0 Student(s)	

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	9.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	7	0	0	0
7 to 9 years	6	2	0	0
10 or more years	16	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	194
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Library
- ü K-6 Technology Lab
- ü 7th/8th Grade Tech Lab

Extracurricular Activities

- ü Student Council
- ü Sports
- ü Support Group
- ü National Junior Honor Society
- ü Community Carnival
- ü Reading Day
- ü Outdoor Education
- ü Lego Team

Social Services

- ü Breakfast/Lunch Programs
- ü Community Meetings
- ü Recreational Activities
- ü Community Preschool

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- North Central Association accredited for outstanding goals being met in reading, math and language.
- Recipeints of Educational Alliacne Grant, Wells Fargo Wamoola Program and Westcor Exrta Credit School Challenge
- The music department was granted a PEEF award to purchase Orff Instruments
- 5 students received scholarships for the Head Sprout Reading Program

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	95	95	94	95
Transfers Out Rate [5]	9	12	12	17
Transfers In Rate [6]	20	28	28	37
Stability Rate [7]	91	87	87	82
Promotion Rate [8]	99	96	95	81
Retention Rate [9]	0	1	1	3
Dropout Rate [10]	0	0	1	6
Status Unknown [11]	0	0	1	4
Graduation Rate [12]	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

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

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) : 3

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	Dr. Siegel	(623) 412-4550
Transportation Policy	Larry Fahy	(623) 486-6166
Community Resources	Brenda LoPresto	(623) 412-4550
School Nutrition Programs	Willie Gentry	(623) 487-5185
Parent Organization	Dr. Leslie Siegel	(623) 412-4550
Student Health/Nurse	Tammy Christianson	(623) 412-4553

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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. 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 16 Pages X .0318 Per page X 707 Copies = $360.00

** 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.