



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

9750 N 87th Ave, Peoria, AZ 85345

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Rae Conelley
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-8
2004 Enrollment : 997
Web Address : altaloma.peoriaud.az.us
Phone Number : (623) 412-4575
Fax Number : (623) 412-4584
E-mail : rconelley@peoriaud.k12.az.us

Mission

The mission of Alta Loma School is to empower students with knowledge, purpose, pride and a sense of community to meet the challenges of the future.

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

- First grade children will read competently by the end of the school year.
Each grade level is responsible for setting benchmarks for student achievement in reading, language, and mathematics as measured on the Stanford 9, AIMS, and AZAC assessments.
Each grade level is responsible to develop and implement strategies to decrease bullying behavior between students.
Each grade level is responsible to monitor and track problematic students regarding tardiness to school and excessive unexcused absences. We believe consistent attendance at school increases the opportunity for success in school for all students.

Enrollment

October 1, 2003 School Year Student Enrollment : 976
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 62

Instructional Programs

- Ü Preschool
- Ü Kindergarten Enrichment
- Ü English Language Learner Program
- Ü Gifted Education
- Ü CLIP Reading Intervention
- Ü PAL Literacy Intervention
- Ü Title I Programming

Calendar Information

Number of Instruction Days :	179
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

It is the responsibility of all Peoria District employees to provide all students with the best learning environment and the best opportunities to learn. In addition to providing safe school campuses, each school encourages parent involvement.

Parents

It is the responsibility of the parent(s) to provide a home environment that fosters learning. Parents are to model lifelong learning. Collaboration with the school will strengthen the value of education in the home.

Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Alta Loma Elementary School. Transportation services are provided for eligible special education students to Alta Loma.

School Honors

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

Award/Honor	Year
Ü Prudential Spirit of Community National Recognition	2004
Ü Nestle - Very Best In Youth - National Award	2003
Ü Teacher of the Year - Masonic Lodge	2004
Ü North Central Association Accreditation	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	2724	75509	100	100	100	517	529	521	14	8	13	27	21	23	33	35	33	25	35	31
All Students (Prior Year)	119	2731	75372	100	100	100	512	529	523	8	5	9	34	23	25	36	41	36	23	31	30
Female	59	1318	37013	100	100	100	519	529	522	13	8	12	28	22	24	34	36	33	26	34	31
Male	51	1406	38430	100	100	99	514	530	521	16	9	14	27	21	22	32	35	33	24	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	43	582	30486	100	100	99	505	514	505	13	12	18	38	30	29	33	33	32	17	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	51	1886	35192	100	100	99	525	534	534	17	7	8	19	19	19	32	37	35	32	38	39
Students with Disabilities	12	438	9708	100	100	100	512	506	489	50	20	32	0	27	27	0	32	24	50	22	17
Students without Disabilities	98	2286	65801	98	98	98	517	533	525	13	7	11	29	21	23	35	36	34	24	37	33
Limited English Proficient Students	20	194	16928	95	100	100	NA	465	485	NA	50	29	NA	50	33	NA	0	26	NA	0	12
Migrant Students	NC	NC	750				NC	NC	499	NC	NC	21	NC	NC	29	NC	NC	30	NC	NC	20
Economically Disadvantaged	NC	693	36411				NC	509	503	NC	14	19	NC	31	29	NC	34	32	NC	21	20
Non-Economically Disadvantaged	101	2031	39040				518	535	534	14	6	8	28	19	19	33	36	34	26	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	110	2724	75492	100	100	100	513	525	519	9	7	12	20	15	16	52	51	47	19	27	24
All Students (Prior Year)	118	2716	75221	100	99	100	509	526	523	12	5	8	29	15	16	46	60	56	12	20	21
Female	59	1319	37014	100	100	100	516	528	523	6	6	10	21	13	15	51	50	48	21	30	27
Male	51	1405	38400	100	100	99	510	522	516	13	8	14	18	17	17	53	52	47	16	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	43	582	30438	100	100	99	515	516	508	4	10	17	21	21	21	63	52	47	13	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	51	1887	35177	100	100	99	514	528	528	13	6	8	19	13	13	44	50	49	25	30	31
Students with Disabilities	12	439	9707	100	100	100	512	508	495	20	17	33	20	23	21	20	43	33	40	17	13
Students without Disabilities	98	2285	65785	98	98	98	513	527	522	9	6	10	20	14	16	54	52	49	18	28	26
Limited English Proficient Students	20	195	16905	95	100	100	NA	474	489	NA	67	34	NA	0	28	NA	33	32	NA	0	6
Migrant Students	NC	NC	763				NC	NC	499	NC	NC	21	NC	NC	30	NC	NC	40	NC	NC	8
Economically Disadvantaged	NC	692	36302				NC	514	507	NC	12	18	NC	22	21	NC	51	46	NC	15	14
Non-Economically Disadvantaged	101	2032	39164				513	528	528	10	6	8	21	13	13	49	51	48	20	30	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	2706	75053	100	100	99	592	603	597	2	5	7	21	10	12	71	78	72	6	7	9
All Students (Prior Year)	119	2701	73654	100	99	99	516	533	530	13	5	9	13	11	13	70	78	70	4	6	7
Female	59	1310	36872	100	99	99	605	624	621	4	3	5	15	7	9	72	81	74	9	10	12
Male	51	1396	38109	100	100	99	576	583	573	0	6	10	29	13	14	68	76	69	3	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	43	578	30235	100	99	98	572	594	575	4	5	9	25	13	14	67	74	70	4	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	51	1876	35028	100	100	99	602	609	613	2	4	6	19	9	10	71	80	73	8	8	11
Students with Disabilities	12	433	9625	100	100	100	490	554	530	20	10	21	20	16	21	60	71	55	0	3	4
Students without Disabilities	98	2273	65428	98	97	98	598	610	604	1	4	6	21	9	11	71	79	73	6	8	10
Limited English Proficient Students	20	194	16765	95	100	100	NA	529	525	NA	33	17	NA	0	20	NA	67	60	NA	0	2
Migrant Students	NC	NC	752				NC	NC	562	NC	NC	9	NC	NC	18	NC	NC	68	NC	NC	5
Economically Disadvantaged	NC	687	36077				NC	572	566	NC	8	10	NC	12	16	NC	77	69	NC	3	5
Non-Economically Disadvantaged	101	2019	38950				599	612	618	1	4	5	21	9	9	72	79	73	6	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	117	2855	76019	98	100	100	480	503	499	22	9	14	42	39	39	15	16	14	21	35	33
All Students (Prior Year)	106	2885	76230	100	100	100	488	508	498	8	6	12	57	37	38	10	13	12	25	45	37
Female	60	1384	37207	97	100	100	476	504	499	22	8	12	45	40	41	18	18	14	16	34	33
Male	57	1469	38677	98	100	100	484	502	498	23	11	15	38	39	38	12	15	13	27	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	47	590	29458	100	100	100	469	487	480	22	15	20	53	47	48	14	14	12	11	24	20
Asian/Pacific Islander	10	80	1673	100	100	99	495	524	531	14	4	4	57	27	29	0	20	14	29	49	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	484	466	NC	8	28	NC	54	49	NC	17	10	NC	21	13
White	49	2018	35880	94	100	100	492	507	515	18	8	7	35	37	32	16	17	16	31	38	45
Students with Disabilities	12	385	9786	100	100	100	447	465	457	50	30	39	33	47	40	0	7	7	17	16	13
Students without Disabilities	105	2470	66233	97	99	99	482	507	503	21	7	11	42	39	39	15	17	14	22	37	35
Limited English Proficient Students	20	173	15206	100	100	100	457	454	459	25	33	31	63	53	53	0	2	7	13	12	9
Migrant Students	NC	NC	745				NC	NC	473	NC	NC	22	NC	NC	53	NC	NC	11	NC	NC	15
Economically Disadvantaged	NC	700	35714				NC	482	480	NC	18	20	NC	47	47	NC	14	12	NC	21	20
Non-Economically Disadvantaged	113	2155	40266				481	509	513	22	7	9	42	37	33	14	17	15	22	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	116	2851	76020	97	100	100	495	506	503	38	18	25	21	22	23	35	45	40	6	14	12
All Students (Prior Year)	105	2864	76202	100	99	100	504	508	505	20	13	19	25	23	24	48	52	46	7	13	11
Female	60	1384	37213	97	100	100	496	509	504	40	16	22	15	21	23	38	48	42	6	15	13
Male	56	1465	38666	97	100	100	495	503	501	35	21	29	27	23	22	31	42	38	6	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	46	589	29442	98	100	99	496	501	494	42	27	37	22	25	26	31	40	31	6	8	6
Asian/Pacific Islander	10	80	1672	100	100	99	497	514	513	43	11	12	0	20	19	57	49	49	0	20	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	497	489	NC	22	48	NC	39	25	NC	35	24	NC	4	3
White	49	2014	35890	94	100	100	497	508	511	31	16	15	24	22	20	37	46	48	8	16	18
Students with Disabilities	12	383	9784	100	100	100	476	489	485	71	47	58	29	24	19	0	21	19	0	7	4
Students without Disabilities	104	2468	66236	96	98	99	497	508	504	35	15	23	21	22	23	38	47	42	6	15	13
Limited English Proficient Students	20	173	15198	100	100	100	480	481	483	63	59	59	25	27	25	13	14	14	0	0	1
Migrant Students	NC	NC	743				NC	NC	488	NC	NC	50	NC	NC	28	NC	NC	19	NC	NC	3
Economically Disadvantaged	NC	700	35703				NC	498	494	NC	31	37	NC	27	26	NC	35	31	NC	7	6
Non-Economically Disadvantaged	112	2151	40274				496	508	509	37	15	17	22	21	20	35	47	47	6	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	117	2854	75673	98	100	100	516	544	530	13	8	12	29	22	25	59	66	58	0	4	4
All Students (Prior Year)	106	2862	74692	100	99	99	508	513	502	9	10	18	33	26	27	51	56	47	7	9	8
Female	60	1384	37099	97	100	100	531	563	548	8	4	8	25	19	22	67	71	64	0	5	6
Male	57	1468	38441	98	100	99	501	527	513	17	12	16	33	24	29	50	60	52	0	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	47	590	29305	100	100	99	513	528	507	8	10	16	35	27	31	57	59	51	0	3	2
Asian/Pacific Islander	10	80	1665	100	100	99	529	565	573	0	7	6	43	17	16	57	68	67	0	8	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	536	492	NC	0	19	NC	38	33	NC	58	46	NC	4	1
White	49	2016	35760	94	100	99	521	549	550	14	8	9	22	20	21	63	67	64	0	5	6
Students with Disabilities	12	383	9706	100	100	100	448	485	462	29	26	36	29	32	32	43	40	31	0	2	1
Students without Disabilities	105	2471	65967	97	99	99	520	551	536	11	7	10	29	21	25	60	68	60	0	5	5
Limited English Proficient Students	20	173	15115	100	100	100	499	483	471	0	19	26	63	37	38	38	44	35	0	0	1
Migrant Students	NC	NC	738				NC	NC	488	NC	NC	23	NC	NC	33	NC	NC	43	NC	NC	1
Economically Disadvantaged	NC	701	35541				NC	523	504	NC	14	17	NC	23	31	NC	61	50	NC	2	2
Non-Economically Disadvantaged	113	2153	40091				520	551	550	11	7	9	30	21	21	59	67	64	0	5	6

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	3176	75001	99	100	99	443	476	468	51	27	37	46	43	36	3	21	16	0	10	10
All Students (Prior Year)	101	2987	71167	96	99	99	458	468	463	42	32	38	38	47	41	15	15	14	5	6	7
Female	58	1568	36846	100	100	99	444	476	468	46	25	36	54	46	38	0	20	16	0	9	10
Male	59	1600	37974	98	100	99	442	476	467	56	29	39	39	39	34	6	21	16	0	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	45	634	26675	98	100	98	445	462	448	46	37	52	51	42	34	3	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	55	2237	37785	100	100	99	443	480	482	55	24	25	41	43	39	4	22	21	0	11	15
Students with Disabilities	15	359	8802	100	100	100	415	425	418	83	74	79	17	22	16	0	4	3	0	1	1
Students without Disabilities	102	2817	66199	98	99	99	445	480	472	49	23	34	48	44	38	3	22	17	0	10	11
Limited English Proficient Students	10	122	11710	100	100	100	418	420	429	83	72	70	17	28	25	0	0	4	0	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	11	628	29814				430	458	448	44	41	53	56	39	33	0	14	10	0	5	4
Non-Economically Disadvantaged	106	2548	45170				444	480	479	52	24	28	45	43	38	3	22	20	0	11	14

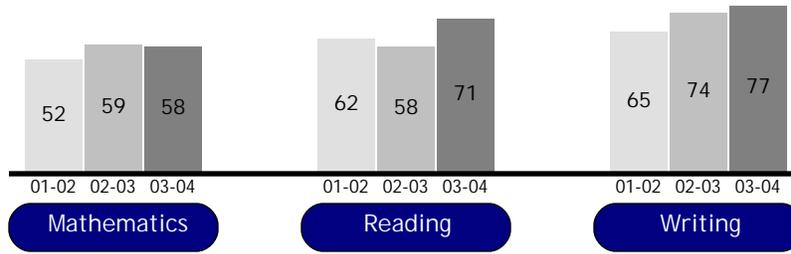
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	3170	74918	99	100	99	481	507	497	48	22	32	14	18	19	32	42	35	6	18	15
All Students (Prior Year)	101	2981	71100	96	99	99	505	510	502	23	17	25	24	19	21	38	46	40	16	18	15
Female	58	1566	36805	100	100	99	482	510	501	43	19	28	13	19	19	40	45	37	4	18	16
Male	59	1599	37936	98	100	99	481	504	493	52	26	35	14	18	18	25	38	33	9	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	45	634	26645	98	100	98	484	495	478	44	32	46	15	20	20	34	34	27	7	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	55	2236	37773	100	100	99	483	511	511	48	18	20	15	18	18	29	44	41	8	19	21
Students with Disabilities	15	358	8801	100	100	100	439	455	448	91	72	75	0	14	13	9	11	10	0	3	2
Students without Disabilities	102	2812	66117	98	99	99	486	512	501	43	18	28	15	19	19	35	44	37	7	19	16
Limited English Proficient Students	10	122	11706	100	100	100	451	441	454	67	80	71	33	18	16	0	2	12	0	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	11	628	29785				470	490	477	60	36	47	10	23	20	20	32	26	10	9	6
Non-Economically Disadvantaged	106	2542	45115				483	511	508	46	19	23	14	17	18	33	44	39	6	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	117	3170	74503	99	100	99	470	522	491	9	4	9	45	22	32	41	61	51	5	12	8
All Students (Prior Year)	98	2940	69001	93	97	96	486	499	490	20	11	17	39	35	37	40	53	45	0	1	1
Female	58	1566	36686	100	100	99	487	535	506	8	3	5	32	17	29	55	66	57	6	14	9
Male	59	1598	37644	98	100	98	454	509	476	11	6	13	57	28	36	29	56	45	4	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	45	634	26500	98	100	97	468	510	467	12	6	13	39	27	39	46	56	44	2	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	55	2235	37606	100	100	99	475	526	508	6	4	6	52	21	28	35	63	56	8	12	10
Students with Disabilities	15	359	8662	100	100	100	411	437	409	55	24	37	18	42	42	18	32	20	9	2	1
Students without Disabilities	102	2811	65841	98	99	98	477	530	499	4	3	7	48	21	32	44	64	53	4	13	8
Limited English Proficient Students	10	122	11608	100	100	100	438	453	430	17	18	23	50	40	47	33	40	28	0	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	11	629	29587				436	504	465	20	6	14	40	27	40	40	59	43	0	7	4
Non-Economically Disadvantaged	106	2541	44898				474	526	507	8	4	7	45	21	28	41	62	55	5	13	10

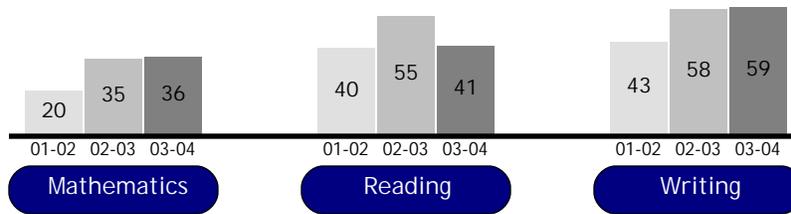
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

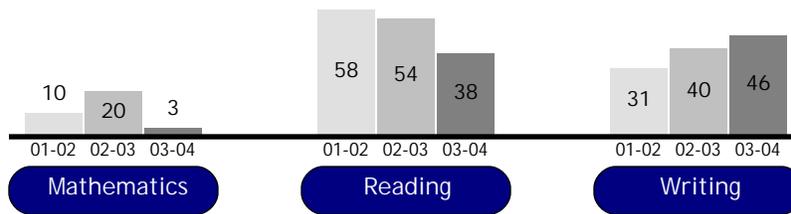
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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	43	58	44	95	49	62	50	96	56	NA	58
	Language	99	39	56	39	98	42	57	43	98	52	60	50
	Mathematics	99	48	68	52	99	60	71	57	99	73	72	64
3	Reading	99	38	55	43	97	41	58	47	96	44	NA	55
	Language	99	49	64	50	100	53	66	54	98	61	70	61
	Mathematics	98	43	65	50	98	50	67	54	99	54	71	61
4	Reading	98	43	59	47	94	50	63	52	100	48	NA	56
	Language	99	49	57	45	99	46	59	48	100	54	60	52
	Mathematics	99	49	66	52	100	46	67	57	100	55	69	61
5	Reading	97	37	55	46	94	52	61	50	93	47	NA	55
	Language	96	36	51	43	99	47	56	46	100	42	56	49
	Mathematics	96	44	63	54	99	53	67	57	100	48	67	63
6	Reading	95	49	60	49	95	45	63	53	98	49	NA	56
	Language	93	46	54	42	99	37	58	45	99	48	60	48
	Mathematics	93	60	70	58	97	55	73	62	99	63	75	66
7	Reading	96	52	60	48	99	50	63	51	97	49	NA	54
	Language	95	54	64	51	98	59	69	54	96	49	67	58
	Mathematics	94	62	68	54	99	61	70	58	97	50	68	62
8	Reading	98	50	61	49	100	57	62	53	95	50	NA	55
	Language	96	40	60	46	100	53	62	49	95	47	64	52
	Mathematics	98	46	67	54	99	57	66	58	95	48	69	61

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

School Site Council

Council Composition

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

Council Duties

- Ü Schoolwide Positive Incentive Program
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Encouraging Parental Involvement
- Ü Campus Beautification

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	55.00
Other Professional Staff	7.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	0	0
4 to 6 years	9	4	0	0
7 to 9 years	2	3	0	0
10 or more years	8	20	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 45
 Core academic classes taught by Highly Qualified (NCLB) teachers. 85
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Technology Lab (7-8)
- Ü Computer Lab (K-6)
- Ü Video Production Facility
- Ü 40 Laptops / 40 Alpha smart

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Peer Mediation
- Ü Peer Tutoring
- Ü Intra-mural Sports Program

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Afterschool Program
- Ü Counseling Services
- Ü Parent Center
- Ü Dental Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Our resource students served the community with public service volunteer hours with the Christmas Angel Project, sponsoring a school carnival, and providing babysitting services.
- ü Several staff members successfully completed grant proposals to our district's educational foundation - PEEF - to receive additional funding for school-based projects.
- ü Eighty-nine percent of our students in grades 1 through 3 have reached grade level in their reading performance as measured by oral reading assessemnts using the Rigby program.
- ü We successfully implemented the first stage of a school wide bully reduction program mirroring the Olweus strategies to change school climate and eventually eliminate bullying behavior.

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	58	61
Grades 3-4	75	80
Grades 4-5	66	69
Grades 5-6	69	83
Grades 6-7	61	64
Grades 7-8	76	47

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

Visitors to our campus are required to check-in at the office, they are issued a visitor's badge. We have high standards and expectations of our students to behave in an appropriate manner. We adhere to a dress code as developed by our district.

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	Rae Conelley	(623) 412-4575
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	Lori Bertram	(623) 412-4575
Student Health/Nurse	Dee Cherry	(623) 412-4575

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.