



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Rae Conelley  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : Pre-K-8  
 2005 Enrollment : 1043  
 Web Address :  
 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)

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.

School / Academic Goals

- ü K-3rd grade students who begin and end the school year at Alta Loma will read at grade level by the end of the year or increase their reading level by at least 5 levels.
- ü 4th-6th grade students will increase their writing skills by attaining a 4 or better on 4 or more writing traits on all writing pieces.
- ü 5th-8th grade students will increase their math skills according to district benchmark assessments.
- ü Teachers will monitor student progress in reading, writing, or math and share that progress at monthly grade level meetings as a way to increase ideas to help student succeed.

Enrollment

October 1, 2004 School Year Student Enrollment : 1029  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 69

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
- Ü After School 7-8 Jump Start Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is the responsibility of all Peoria 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	102	2834	79306	98	100	99	436	448	445	15	7	10	26	15	18	44	57	51	15	20	20
All Students (Prior Year)	110	2724	75509	100	100	100	517	529	521	14	8	13	27	21	23	33	35	33	25	35	31
Female	65	1346	38691	98	100	99	439	453	446	12	6	10	27	14	18	45	60	52	17	20	20
Male	37	1488	40583	97	100	99	430	443	445	21	8	11	25	17	18	43	55	50	11	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	44	655	32869	94	99	99	427	428	429	19	12	15	33	22	25	36	57	51	11	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	NC	46	4264	NC	100	100	NC	419	419	NC	8	19	NC	35	30	NC	48	45	NC	10	6
White	48	1898	36197	100	100	99	440	455	463	14	6	5	21	12	11	47	58	53	19	24	31
Students with Disabilities	12	435	10321	100	100	100	402	391	389	42	23	30	33	27	27	25	40	34	0	10	9
Students without Disabilities	91	2404	69060	98	98	98	441	458	454	10	4	7	26	13	17	47	61	54	17	22	22
Limited English Proficient Students	12	226	15509	92	100	100	411	356	406	36	23	20	36	29	30	18	41	45	9	6	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	31	569	39415	79	85	96	418	439	431	29	13	15	16	17	25	55	58	50	0	12	10
Non-Economically Disadvantaged	72	2270	39966	100	100	100	446	450	459	7	6	6	33	15	12	38	57	52	22	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	102	2834	79395	98	0	99	443	458	446	9	4	9	32	18	25	50	64	55	9	13	11
All Students (Prior Year)	110	2724	75492	100	100	100	513	525	519	9	7	12	20	15	16	52	51	47	19	27	24
Female	65	1346	38743	98	0	100	451	469	451	5	3	7	28	14	24	57	68	57	10	16	12
Male	37	1488	40618	97	0	99	424	448	440	18	6	11	39	22	27	36	61	53	7	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	44	655	32915	94	0	99	433	439	426	8	8	15	39	25	35	47	61	47	6	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	NC	46	4271	NC	0	100	NC	435	420	NC	3	15	NC	35	42	NC	38	41	NC	25	2
White	48	1898	36221	100	0	99	446	465	465	12	3	4	28	15	15	49	66	63	12	16	17
Students with Disabilities	12	435	10331	100	0	100	406	400	388	25	15	25	33	34	37	42	43	34	0	8	4
Students without Disabilities	91	2404	69139	98	0	99	448	469	454	6	2	7	32	15	24	51	68	58	10	14	11
Limited English Proficient Students	12	226	15545	92	0	100	413	358	399	9	15	21	55	42	42	36	41	35	0	2	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	31	569	39484	79	0	96	427	449	429	13	8	14	32	24	35	55	61	47	0	7	4
Non-Economically Disadvantaged	72	2270	39986	100	0	100	450	460	461	7	3	4	33	16	16	47	65	63	14	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	101	2826	78869	97	100	99	428	453	442	3	3	6	33	17	21	61	70	63	2	10	10
All Students (Prior Year)	110	2706	75053	100	100	99	592	603	597	2	5	7	21	10	12	71	78	72	6	7	9
Female	65	1343	38536	98	100	99	434	474	458	5	1	4	20	9	15	73	75	67	2	14	14
Male	36	1483	40302	95	100	99	414	435	428	0	5	8	61	23	26	36	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	43	651	32606	91	99	98	425	439	426	3	4	8	39	22	27	56	68	60	3	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	NC	46	4245	NC	100	100	NC	435	423	NC	0	9	NC	23	26	NC	65	61	NC	13	4
White	48	1895	36078	100	100	99	424	458	459	5	3	4	30	15	16	63	71	66	2	11	14
Students with Disabilities	12	435	10246	100	100	100	355	386	367	8	8	18	83	37	39	8	48	40	0	7	4
Students without Disabilities	90	2396	68697	97	98	98	438	466	454	3	2	4	26	13	18	69	74	67	3	11	11
Limited English Proficient Students	11	224	15339	85	100	100	408	359	399	0	9	11	64	33	31	36	54	54	0	4	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	31	567	39106	79	85	95	396	444	427	6	4	8	52	22	28	42	68	59	0	5	5
Non-Economically Disadvantaged	71	2264	39837	100	100	100	443	456	457	2	3	4	24	15	14	71	71	67	3	11	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	2918	78906	99	100	99	479	507	498	18	10	13	29	16	19	50	48	48	4	26	20
All Students (Prior Year)	117	2855	76019	98	100	100	480	503	499	22	9	14	42	39	39	15	16	14	21	35	33
Female	65	1425	38644	100	99	99	477	508	500	20	9	12	28	16	19	48	49	49	3	25	19
Male	57	1492	40236	98	100	99	482	507	497	15	11	15	30	16	19	51	46	46	4	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	48	653	31938	96	100	99	470	488	481	28	17	19	22	21	25	50	45	46	0	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	NC	41	4593	NC	100	100	NC	476	467	NC	14	26	NC	22	29	NC	46	39	NC	19	6
White	58	1993	36483	100	100	99	490	515	517	8	8	7	29	14	13	58	49	51	6	29	30
Students with Disabilities	12	413	10664	100	100	100	427	435	430	58	32	42	33	29	27	8	29	26	0	10	5
Students without Disabilities	110	2507	68310	98	98	98	486	519	509	13	7	9	29	14	18	54	51	51	4	29	22
Limited English Proficient Students	15	182	12573	94	100	100	446	403	454	50	30	27	31	22	30	19	43	38	0	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	39	573	38679	93	87	96	464	493	483	27	17	20	32	23	25	41	45	45	0	15	10
Non-Economically Disadvantaged	83	2347	40295	100	100	100	487	511	513	13	9	7	28	14	13	54	49	50	5	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	122	2919	78908	99	0	99	476	492	484	11	6	10	30	18	23	55	65	58	4	11	9
All Students (Prior Year)	116	2851	76020	97	100	100	495	506	503	38	18	25	21	22	23	35	45	40	6	14	12
Female	65	1426	38648	100	0	99	478	497	489	12	4	8	28	14	22	53	69	61	7	12	10
Male	57	1492	40233	98	0	99	475	487	479	9	8	12	32	21	25	57	61	55	2	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	48	653	31940	96	0	99	469	473	465	15	11	16	30	27	32	52	57	49	2	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	NC	41	4569	NC	0	100	NC	464	457	NC	11	18	NC	16	39	NC	65	41	NC	8	2
White	58	1994	36502	100	0	99	484	499	502	8	4	4	25	15	14	63	67	67	4	14	15
Students with Disabilities	12	415	10665	100	0	100	434	428	423	33	20	30	50	34	36	17	41	31	0	4	2
Students without Disabilities	110	2506	68312	98	0	98	482	503	493	8	4	7	28	15	21	59	69	62	5	12	10
Limited English Proficient Students	15	182	12556	94	0	100	437	389	436	38	20	24	50	37	40	6	41	35	6	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	39	574	38662	93	0	96	460	481	468	16	9	16	41	29	32	41	57	49	3	5	3
Non-Economically Disadvantaged	83	2347	40315	100	0	100	485	495	498	8	5	5	25	15	15	62	67	66	5	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	123	2920	78750	100	100	99	499	512	500	8	3	6	28	22	29	60	72	63	4	3	2
All Students (Prior Year)	117	2854	75673	98	100	100	516	544	530	13	8	12	29	22	25	59	66	58	0	4	4
Female	66	1427	38586	100	99	99	508	524	515	7	2	4	22	15	22	65	79	71	7	3	3
Male	57	1492	40135	98	100	99	488	499	486	9	4	8	36	29	35	55	65	56	0	2	1
African American	NC	135	4081	NC	98	99	NC	483	488	NC	10	8	NC	30	32	NC	58	59	NC	3	2
Hispanic	49	654	31841	98	100	99	496	500	483	9	4	8	33	29	36	59	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	NC	41	4586	NC	100	100	NC	485	481	NC	8	8	NC	16	37	NC	76	54	NC	0	1
White	58	1994	36440	100	100	99	498	517	516	8	3	3	25	20	22	62	75	71	6	3	4
Students with Disabilities	12	414	10622	100	100	100	455	436	415	8	10	21	75	47	50	17	42	28	0	1	1
Students without Disabilities	111	2508	68196	99	98	98	504	524	513	8	2	3	23	18	25	65	77	69	4	3	3
Limited English Proficient Students	16	183	12504	100	100	100	460	410	451	25	8	12	38	38	44	31	51	43	6	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	39	574	38558	93	88	96	474	498	485	16	6	8	27	29	37	57	65	54	0	1	1
Non-Economically Disadvantaged	84	2348	40260	100	100	100	511	515	514	4	3	3	29	20	21	62	74	72	5	3	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	3236	78250	97	100	99	544	558	548	19	13	21	23	17	18	51	57	48	6	13	13
All Students (Prior Year)	117	3176	75001	99	100	99	443	476	468	51	27	37	46	43	36	3	21	16	0	10	10
Female	56	1575	38071	98	100	99	535	558	549	24	11	20	32	17	19	36	59	49	8	13	12
Male	60	1658	40126	97	100	99	553	558	547	15	15	23	15	16	17	66	56	46	4	13	14
African American	10	174	4058	100	98	99	548	544	523	13	15	32	13	24	22	75	57	41	0	4	5
Hispanic	52	686	29129	100	100	99	532	543	527	23	19	32	36	23	23	34	50	40	6	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	NC	42	4996	NC	100	100	NC	534	518	NC	13	36	NC	19	25	NC	69	36	NC	0	4
White	47	2233	38320	96	100	99	550	563	568	20	11	12	15	15	14	61	59	55	5	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	107	2867	68996	97	99	99	550	570	561	14	7	16	24	16	18	56	62	52	6	14	14
Limited English Proficient Students	11	147	10133	85	100	100	549	440	488	13	31	45	33	27	25	53	41	28	0	1	2
Migrant Students	NC	NC	83	NC	NC	NA	NC	NC	520	NC	NC	39	NC	NC	28	NC	NC	30	NC	NC	4
Economically Disadvantaged	48	556	33388	94	90	94	528	546	530	27	20	32	35	22	22	33	50	40	4	8	5
Non-Economically Disadvantaged	68	2682	44937	100	100	100	558	561	561	13	11	13	13	16	15	67	59	54	7	14	18

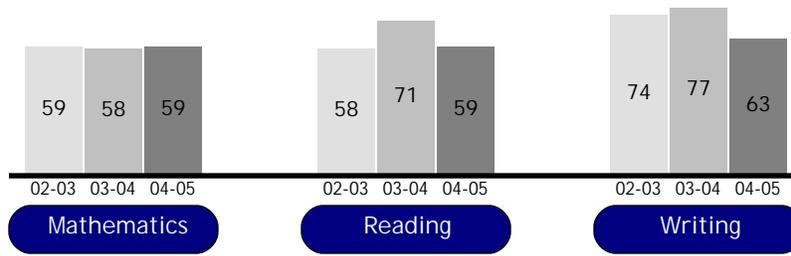
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	3238	78302	97	0	99	506	524	512	10	7	11	38	19	25	48	68	57	5	7	7
All Students (Prior Year)	117	3170	74918	99	100	99	481	507	497	48	22	32	14	18	19	32	42	35	6	18	15
Female	56	1575	38082	98	0	99	503	528	518	10	4	8	38	17	24	48	72	61	4	7	7
Male	60	1660	40166	97	0	99	509	520	507	9	9	14	38	21	26	47	64	54	6	7	6
African American	10	174	4064	100	0	100	526	522	498	13	6	14	25	19	29	50	71	54	13	5	3
Hispanic	52	686	29152	100	0	99	487	510	492	17	12	17	47	25	34	34	58	46	2	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	NC	43	4993	NC	0	100	NC	494	484	NC	9	19	NC	33	38	NC	52	42	NC	6	1
White	47	2234	38347	96	0	99	518	528	531	2	5	5	37	17	17	54	70	68	7	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	107	2869	69024	97	0	99	511	535	524	5	3	7	38	17	23	52	72	62	5	7	7
Limited English Proficient Students	11	147	10140	85	0	100	483	407	451	20	20	28	40	39	43	40	39	29	0	1	1
Migrant Students	NC	NC	83	NC	NC	NA	NC	NC	480	NC	NC	29	NC	NC	36	NC	NC	35	NC	NC	0
Economically Disadvantaged	48	556	33398	94	0	94	488	511	495	10	12	18	54	28	35	35	58	46	0	3	2
Non-Economically Disadvantaged	68	2684	44979	100	0	100	522	527	525	9	5	6	24	17	18	58	70	66	9	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	116	3229	78094	97	100	99	548	561	545	3	2	3	18	11	18	77	86	77	2	2	2
All Students (Prior Year)	117	3170	74503	99	100	99	470	522	491	9	4	9	45	22	32	41	61	51	5	12	8
Female	56	1573	38025	98	100	99	555	569	558	2	1	2	16	6	13	80	91	82	2	2	2
Male	60	1653	40013	97	99	99	542	552	534	4	3	5	21	15	23	74	81	71	2	1	1
African American	10	173	4037	100	97	99	531	555	532	13	2	4	13	15	22	75	82	73	0	1	1
Hispanic	52	685	29068	100	100	99	522	547	523	4	3	5	32	17	27	62	80	67	2	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	NC	42	4981	NC	100	100	NC	558	526	NC	3	4	NC	3	25	NC	94	70	NC	0	0
White	47	2228	38265	96	100	99	574	564	564	0	1	2	7	9	11	93	88	84	0	2	3
Students with Disabilities	NC	369	9275	NC	100	100	NC	459	444	NC	9	14	NC	39	46	NC	51	39	NC	1	1
Students without Disabilities	107	2862	68892	97	99	98	555	573	559	2	1	2	16	7	14	80	90	82	2	2	2
Limited English Proficient Students	11	147	10084	85	100	100	505	431	474	7	8	10	40	28	39	53	63	50	0	1	1
Migrant Students	NC	NC	81	NC	NC	NA	NC	NC	504	NC	NC	12	NC	NC	27	NC	NC	60	NC	NC	0
Economically Disadvantaged	48	556	33296	94	90	94	526	547	527	4	2	5	27	19	27	67	78	67	2	1	0
Non-Economically Disadvantaged	68	2675	44871	100	100	100	567	564	559	2	2	2	11	9	12	85	88	84	2	2	3

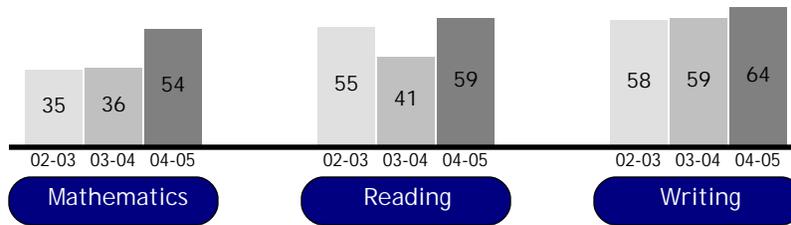
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

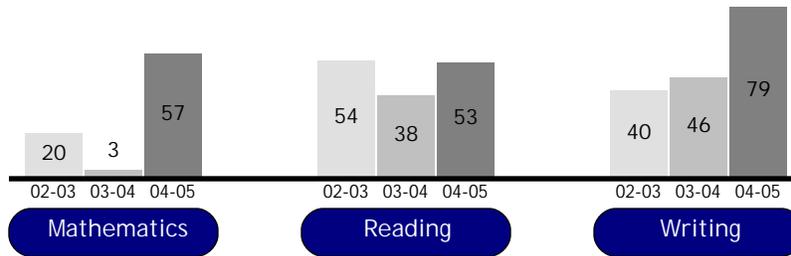
3rd Grade Proficiency



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.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	49	62	50	96	56	NA	58	97	46	53	47
	Language	98	42	57	43	98	52	60	50	97	53	53	47
	Mathematics	99	60	71	57	99	73	72	64	98	51	53	50
3	Reading	97	41	58	47	96	44	NA	55	99	41	52	44
	Language	100	53	66	54	98	61	70	61	99	38	50	44
	Mathematics	98	50	67	54	99	54	71	61	99	41	55	51
4	Reading	94	50	63	52	100	48	NA	56	97	44	54	48
	Language	99	46	59	48	100	54	60	52	97	43	55	49
	Mathematics	100	46	67	57	100	55	69	61	97	43	58	53
5	Reading	94	52	61	50	93	47	NA	55	99	49	56	50
	Language	99	47	56	46	100	42	56	49	99	46	56	50
	Mathematics	99	53	67	57	100	48	67	63	99	39	52	49
6	Reading	95	45	63	53	98	49	NA	56	100	51	58	51
	Language	99	37	58	45	99	48	60	48	100	47	55	47
	Mathematics	97	55	73	62	99	63	75	66	100	48	59	52
7	Reading	99	50	63	51	97	49	NA	54	93	54	59	50
	Language	98	59	69	54	96	49	67	58	93	58	62	52
	Mathematics	99	61	70	58	97	50	68	62	94	57	57	50
8	Reading	100	57	62	53	95	50	NA	55	97	48	58	51
	Language	100	53	62	49	95	47	64	52	97	48	56	50
	Mathematics	99	57	66	58	95	48	69	61	97	47	59	53

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

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

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	55.00
Other Professional Staff	7.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	0	0	0
4 to 6 years	14	4	0	0
7 to 9 years	9	3	0	0
10 or more years	22	11	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	46
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	2%

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 Sports Program
- Ü Band

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Afterschool Program
- Ü Counseling Services
- Ü Adult ESL Classes
- Ü Dental Program
- Ü Community Partnerships with KAET

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 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 Seventy-five 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 have introduced LIFESKILLS on our campus as a way to help grow responsible citizens. This is in conjunction with our new discipline plan that emphasizes restitution.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	11	12	12	17
Transfers In Rate <sup>6</sup>	19	28	28	37
Stability Rate <sup>7</sup>	88	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

The introduction of LIFESKILLS on our campus is helping our students make better choices. We are also continually looking for ways to make our campus as safe as possible for our students.

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

2
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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	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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

#### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

#### TITLE I TERMS

##### Title I School Improvement Year 1

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

##### Title I School Improvement Year 2

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

##### Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Total cost of printing: 16 Pages X .0318 Per page X 10 Copies = \$5.00

\*\* 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.