

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

15808 N 63rd Ave, Glendale, AZ 85306

Peoria Unified School District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	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	Not 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 Overview

Principal/Administrator : Mr. Terry Balliet
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-8
 2005 Enrollment : 814
 Web Address :
 Phone Number : (623) 412-4625
 Fax Number : (623) 412-4635
 E-mail : tballie@peoriaud.k12.az.us

Mission

Our mission is to prepare our students to become successful, contributing members of society. We believe that all people can learn.

School / Academic Goals

- ü All students will improve their skills in the areas of reading, writing and math. Achievement will be measured using various indicators such as pre and post tests, criterion-referenced tests, state mandated tests, portfolios, etc.
- ü Focus on academic achievement in reading for understanding and enjoyment. Students will increase their skill in phonics, vocabulary, and apply strategies for comprehending, interpreting, and evaluating text.
- ü Focus on academic achievement in math for computational skills, problems solving, interpreting data, and use of manipulatives.
- ü Focus on academic achievement in writing. The students will learn and exhibit the use of the 6 Traits, the writing process, and different writing styles to develop into proficient writers.

Enrollment

October 1, 2004 School Year Student Enrollment : 883
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 150

Instructional Programs

- Advanced Placement/Gifted
- Reading Intervention: PAL Program
- PUSD Fine Arts Institute
- Kindergarten Enrichment
- 3 & 4 Year Olds Preschool
- Developmental Preschool
- 6th & 7th Grade Quest Lifeskills
- 5th Grade Outdoor Education

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

All Peoria School District employees provide all students with the best learning environment and the best opportunities to learn. In addition to providing safe, attractive school campuses, each school invites and maintains high parent involvement.

Parents

Parents' responsibilities include: work cooperatively with staff members; support student attendance; monitor assignments; model positive attitudes toward learning; attend school activities and parent-teacher conferences; and foster respect of rules.

Transportation Policy

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

School Honors

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

Award/Honor	Year
• North Central Association Outcomes Accreditation 1988+	2003
• One PUSD Pride of Peoria Winner	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	2834	79306	100	100	99	449	448	445	10	7	10	13	15	18	63	57	51	14	20	20
All Students (Prior Year)	94	2724	75509	98	100	100	543	529	521	7	8	13	20	21	23	30	35	33	43	35	31
Female	38	1346	38691	100	100	99	453	453	446	7	6	10	17	14	18	59	60	52	17	20	20
Male	45	1488	40583	100	100	99	447	443	445	12	8	11	10	17	18	67	55	50	12	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	10	655	32869	83	99	99	439	428	429	13	12	15	25	22	25	50	57	51	13	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	60	1898	36197	100	100	99	451	455	463	12	6	5	12	12	11	59	58	53	18	24	31
Students with Disabilities	14	435	10321	100	100	100	416	391	389	40	23	30	20	27	27	30	40	34	10	10	9
Students without Disabilities	69	2404	69060	99	98	98	455	458	454	5	4	7	11	13	17	69	61	54	15	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	--	569	39415	--	85	96	--	439	431	--	13	15	--	17	25	--	58	50	--	12	10
Non-Economically Disadvantaged	83	2270	39966	100	100	100	449	450	459	10	6	6	13	15	12	63	57	52	14	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	83	2834	79395	100	0	99	463	458	446	3	4	9	17	18	25	70	64	55	10	13	11
All Students (Prior Year)	94	2724	75492	98	100	100	520	525	519	8	7	12	20	15	16	51	51	47	21	27	24
Female	38	1346	38743	100	0	100	470	469	451	3	3	7	7	14	24	76	68	57	14	16	12
Male	45	1488	40618	100	0	99	458	448	440	2	6	11	24	22	27	67	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	10	655	32915	83	0	99	448	439	426	0	8	15	38	25	35	63	61	47	0	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	60	1898	36221	100	0	99	463	465	465	4	3	4	18	15	15	67	66	63	12	16	17
Students with Disabilities	14	435	10331	100	0	100	429	400	388	20	15	25	50	34	37	20	43	34	10	8	4
Students without Disabilities	69	2404	69139	99	0	99	469	469	454	0	2	7	11	15	24	79	68	58	10	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	--	569	39484	--	0	96	--	449	429	--	8	14	--	24	35	--	61	47	--	7	4
Non-Economically Disadvantaged	83	2270	39986	100	0	100	463	460	461	3	3	4	17	16	16	70	65	63	10	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	83	2826	78869	100	100	99	463	453	442	1	3	6	18	17	21	72	70	63	8	10	10
All Students (Prior Year)	94	2706	75053	98	100	99	625	603	597	2	5	7	8	10	12	85	78	72	5	7	9
Female	38	1343	38536	100	100	99	482	474	458	0	1	4	14	9	15	69	75	67	17	14	14
Male	45	1483	40302	100	100	99	449	435	428	2	5	8	21	23	26	74	66	60	2	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	10	651	32606	83	99	98	458	439	426	0	4	8	38	22	27	50	68	60	13	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	60	1895	36078	100	100	99	459	458	459	2	3	4	20	15	16	69	71	66	10	11	14
Students with Disabilities	14	435	10246	100	100	100	442	386	367	0	8	18	30	37	39	70	48	40	0	7	4
Students without Disabilities	69	2396	68697	99	98	98	466	466	454	2	2	4	16	13	18	72	74	67	10	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	--	567	39106	--	85	95	--	444	427	--	4	8	--	22	28	--	68	59	--	5	5
Non-Economically Disadvantaged	83	2264	39837	100	100	100	463	456	457	1	3	4	18	15	14	72	71	67	8	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	95	2918	78906	99	100	99	504	507	498	7	10	13	22	16	19	56	48	48	14	26	20
All Students (Prior Year)	99	2855	76019	100	100	100	486	503	499	9	9	14	59	39	39	10	16	14	21	35	33
Female	46	1425	38644	100	99	99	505	508	500	5	9	12	27	16	19	55	49	49	14	25	19
Male	49	1492	40236	98	100	99	503	507	497	10	11	15	17	16	19	59	46	46	15	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	10	653	31938	100	100	99	493	488	481	11	17	19	11	21	25	78	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	77	1993	36483	99	100	99	508	515	517	7	8	7	20	14	13	55	49	51	17	29	30
Students with Disabilities	16	413	10664	100	100	100	454	435	430	36	32	42	50	29	27	14	29	26	0	10	5
Students without Disabilities	79	2507	68310	99	98	98	514	519	509	1	7	9	17	14	18	65	51	51	17	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	--	573	38679	--	87	96	--	493	483	--	17	20	--	23	25	--	45	45	--	15	10
Non-Economically Disadvantaged	95	2347	40295	100	100	100	504	511	513	7	9	7	22	14	13	56	49	50	14	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	95	2919	78908	99	0	99	500	492	484	6	6	10	13	18	23	69	65	58	12	11	9
All Students (Prior Year)	99	2851	76020	100	100	100	498	506	503	24	18	25	24	22	23	48	45	40	4	14	12
Female	46	1426	38648	100	0	99	509	497	489	2	4	8	7	14	22	77	69	61	14	12	10
Male	49	1492	40233	98	0	99	490	487	479	10	8	12	20	21	25	61	61	55	10	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	10	653	31940	100	0	99	482	473	465	11	11	16	22	27	32	67	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	NC	41	4569	NC	0	100	NC	464	457	NC	11	18	NC	16	39	NC	65	41	NC	8	2
White	77	1994	36502	99	0	99	502	499	502	6	4	4	12	15	14	68	67	67	14	14	15
Students with Disabilities	16	415	10665	100	0	100	447	428	423	36	20	30	29	34	36	36	41	31	0	4	2
Students without Disabilities	79	2506	68312	99	0	98	510	503	493	0	4	7	10	15	21	76	69	62	14	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	--	574	38662	--	0	96	--	481	468	--	9	16	--	29	32	--	57	49	--	5	3
Non-Economically Disadvantaged	95	2347	40315	100	0	100	500	495	498	6	5	5	13	15	15	69	67	66	12	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	2920	78750	99	100	99	519	512	500	0	3	6	20	22	29	79	72	63	1	3	2
All Students (Prior Year)	99	2854	75673	100	100	100	547	544	530	11	8	12	27	22	25	59	66	58	2	4	4
Female	46	1427	38586	100	99	99	530	524	515	0	2	4	14	15	22	84	79	71	2	3	3
Male	49	1492	40135	98	100	99	508	499	486	0	4	8	27	29	35	73	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	10	654	31841	100	100	99	501	500	483	0	4	8	33	29	36	67	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	77	1994	36440	99	100	99	523	517	516	0	3	3	19	20	22	80	75	71	1	3	4
Students with Disabilities	16	414	10622	100	100	100	456	436	415	0	10	21	71	47	50	29	42	28	0	1	1
Students without Disabilities	79	2508	68196	99	98	98	532	524	513	0	2	3	10	18	25	89	77	69	1	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	--	574	38558	--	88	96	--	498	485	--	6	8	--	29	37	--	65	54	--	1	1
Non-Economically Disadvantaged	95	2348	40260	100	100	100	519	515	514	0	3	3	20	20	21	79	74	72	1	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	141	3236	78250	98	100	99	561	558	548	12	13	21	20	17	18	59	57	48	9	13	13
All Students (Prior Year)	102	3176	75001	98	100	99	457	476	468	38	27	37	47	43	36	14	21	16	1	10	10
Female	66	1575	38071	100	100	99	570	558	549	9	11	20	21	17	19	59	59	49	12	13	12
Male	75	1658	40126	96	100	99	554	558	547	15	15	23	18	16	17	60	56	46	6	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	26	686	29129	100	100	99	553	543	527	9	19	32	27	23	23	59	50	40	5	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	102	2233	38320	96	100	99	563	563	568	13	11	12	18	15	14	59	59	55	10	15	19
Students with Disabilities	19	371	9329	86	100	100	506	459	454	47	58	64	27	20	18	27	20	16	0	2	2
Students without Disabilities	122	2867	68996	100	99	99	569	570	561	7	7	16	19	16	18	64	62	52	10	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	--	556	33388	--	90	94	--	546	530	--	20	32	--	22	22	--	50	40	--	8	5
Non-Economically Disadvantaged	141	2682	44937	100	100	100	561	561	561	12	11	13	20	16	15	59	59	54	9	14	18

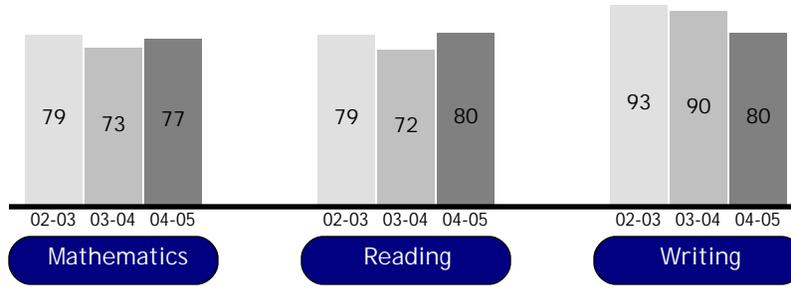
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	3238	78302	98	0	99	528	524	512	7	7	11	18	19	25	67	68	57	7	7	7
All Students (Prior Year)	102	3170	74918	98	100	99	492	507	497	35	22	32	20	18	19	35	42	35	10	18	15
Female	66	1575	38082	100	0	99	541	528	518	5	4	8	10	17	24	74	72	61	10	7	7
Male	75	1660	40166	96	0	99	517	520	507	9	9	14	25	21	26	62	64	54	5	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	26	686	29152	100	0	99	514	510	492	14	12	17	14	25	34	68	58	46	5	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	102	2234	38347	96	0	99	533	528	531	5	5	5	18	17	17	69	70	68	8	7	10
Students with Disabilities	19	371	9353	86	0	100	461	438	429	40	33	40	40	35	38	20	31	22	0	1	1
Students without Disabilities	122	2869	69024	100	0	99	537	535	524	3	3	7	15	17	23	74	72	62	8	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	--	556	33398	--	0	94	--	511	495	--	12	18	--	28	35	--	58	46	--	3	2
Non-Economically Disadvantaged	141	2684	44979	100	0	100	528	527	525	7	5	6	18	17	18	67	70	66	7	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	141	3229	78094	98	100	99	560	561	545	3	2	3	13	11	18	81	86	77	2	2	2
All Students (Prior Year)	102	3170	74503	98	100	99	505	522	491	5	4	9	27	22	32	63	61	51	5	12	8
Female	66	1573	38025	100	100	99	574	569	558	2	1	2	7	6	13	88	91	82	3	2	2
Male	75	1653	40013	96	99	99	546	552	534	5	3	5	18	15	23	75	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	26	685	29068	100	100	99	539	547	523	5	3	5	14	17	27	82	80	67	0	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	102	2228	38265	96	100	99	561	564	564	3	1	2	14	9	11	80	88	84	2	2	3
Students with Disabilities	19	369	9275	86	100	100	486	459	444	20	9	14	33	39	46	47	51	39	0	1	1
Students without Disabilities	122	2862	68892	100	99	98	570	573	559	1	1	2	10	7	14	86	90	82	3	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	--	556	33296	--	90	94	--	547	527	--	2	5	--	19	27	--	78	67	--	1	0
Non-Economically Disadvantaged	141	2675	44871	100	100	100	560	564	559	3	2	2	13	9	12	81	88	84	2	2	3

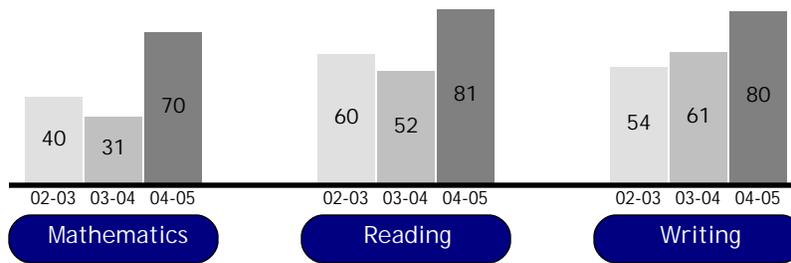
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

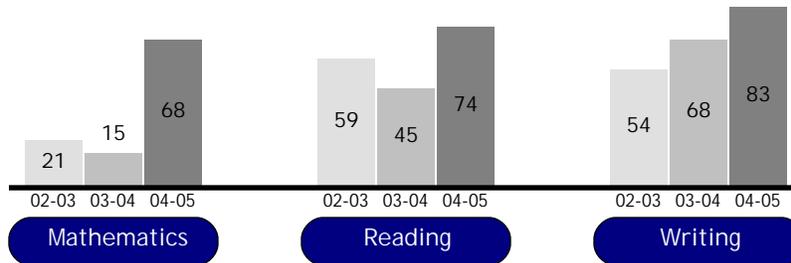
3rd Grade Proficiency



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	100	59	62	50	97	57	NA	58	96	55	53	47
	Language	100	53	57	43	97	50	60	50	96	53	53	47
	Mathematics	100	61	71	57	99	56	72	64	96	51	53	50
3	Reading	97	65	58	47	97	64	NA	55	100	49	52	44
	Language	99	68	66	54	99	75	70	61	100	46	50	44
	Mathematics	100	79	67	54	99	82	71	61	100	50	55	51
4	Reading	100	62	63	52	100	64	NA	56	100	53	54	48
	Language	100	59	59	48	98	60	60	52	100	52	55	49
	Mathematics	100	69	67	57	100	74	69	61	100	52	58	53
5	Reading	99	63	61	50	99	58	NA	55	99	62	56	50
	Language	99	56	56	46	100	50	56	49	99	59	56	50
	Mathematics	100	66	67	57	100	60	67	63	99	51	52	49
6	Reading	100	58	63	53	97	70	NA	56	98	63	58	51
	Language	99	53	58	45	96	65	60	48	98	57	55	47
	Mathematics	100	68	73	62	99	73	75	66	98	57	59	52
7	Reading	100	53	63	51	99	62	NA	54	99	61	59	50
	Language	99	57	69	54	99	65	67	58	99	62	62	52
	Mathematics	100	66	70	58	99	59	68	62	99	54	57	50
8	Reading	98	57	62	53	98	55	NA	55	98	56	58	51
	Language	99	56	62	49	99	51	64	52	98	55	56	50
	Mathematics	99	69	66	58	99	62	69	61	98	56	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

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

Council Duties

- Ü School Safety Issues
- Ü Crisis Management Plan
- Ü Parent/Educator Relations
- Ü District Technology
- Ü Student Discipline/Dress Code
- Ü Facility Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	51.00
Other Professional Staff	3.50	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	0	0	0
4 to 6 years	6	0	0	0
7 to 9 years	1	1	0	0
10 or more years	22	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	145
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Tech Labs & Tech Enriched Classrooms
- Ü Library and Media Room
- Ü Dance Room
- Ü Science Lab

Extracurricular Activities

- Ü Student Council
- Ü Chorus/Band/Art
- Ü Sports
- Ü National Junior Honor Society
- Ü Arts Institute - Dance/Drama/Visual Arts

Social Services

- Ü Kindergarten Enrichment & Preschool
- Ü Glendale Parks & Rec Summer Program
- Ü Full Time Intervention Specialist
- Ü YMCA Day Care
- Ü Health Fair
- Ü Parenting Classes

School Achievements/Accomplishments 2004-05

- ü Foothills' highly qualified staff continue to implement new strategies and analyze student achievement in order to attain schoolwide goals.
- ü Foothills' tutoring program is expanded to include teachers, peers, volunteers, and high school students to support student achievement.
- ü Foothills' technology enriched classrooms provide additional opportunities for students and promote high motivation.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	23	28	28	37
Stability Rate ⁷	90	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

Foothills will provide a safe and orderly environment for students and staff. Action steps to accomplish this include: armed alarm system; schoolwide discipline matrix; intervention specialist lessons/mediation; Crisis Management Plan; School Safety Committee.

We have monthly fire drills, quarterly meetings are held that address facility and safety issues. We also conduct two lock-down procedures to ensure student safety during any crisis that may occur on our campus.

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	Terry Balliet	(623) 412-4625
Transportation Policy	Steve Highlen	(623) 486-6040
Community Resources	Jim Cummings	(623) 412-4625
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	Leslie Murdock	(623) 412-4625
Student Health/Nurse	Cindy Hood	(623) 412-4625

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.

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.

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.

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** Due to booklet size printing, print copies are produced in multiples of 4.