

Sky View Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

8624 W. Sweetwater, Peoria, AZ 85381

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 *

Performing*

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

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

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

School Overview

Principal/Administrator : Mr. Keith Brown
Schedule : 7:00 AM to 4:00 PM
Grades : Pre-K-8
2003 Enrollment : 652
Web Address : skyview.peoriaud.k12.az.us
Phone Number : (623) 412-4850
Fax Number : (623) 412-4861
E-mail :

Mission

The vision of Sky View Elementary School is to be committed to the inclusive educational development of the individual, who shall recognize and adapt successfully to the complexities of a transitional world society.

School / Academic Goals

- ü Students will improve at least one year on appropriate reading skills measured by the criterion-referenced tests and the Stanford 9 Achievement Test.
- ü Students will improve at least one year on appropriate math skills measured by the criterion-referenced tests and the Stanford 9 Achievement Test.

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Advanced Placement
- ü Full-day Kindergarten

Enrollment

October 1, 2002 School Year Student Enrollment : 718
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 94

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/11/2003
Last Day of School : 5/20/2004

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

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



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Budget
- Ü School Safety Issues
- Ü Student Discipline
- Ü Extracurricular Activities
- Ü Parent/Educator Relations

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	43.00
Other Professional Staff	6.50	Teacher Aide	20.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	6	2	0	0
7 to 9 years	2	1	0	0
10 or more years	15	10	0	0

Shared Responsibilities

School

To provide students with the best learning environment and the best opportunities to learn. In addition to a safe, attractive school campus, we invite and encourage high parent involvement.

Parents

Parents have the responsibility to act in partnership with the school and cooperate with staff for the education of their children. Parents should help reinforce school rules and the respect of property. They should attend conferences and functions.

Resources Available at School Site

Special Facilities

- Ü Computer Lab K-6
- Ü Technology Lab 7-8, Science Lab

Extracurricular Activities

- Ü Yearbook
- Ü National Junior Honor Society
- Ü Student Council
- Ü Band/Chorus

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Afterschool Program
- Ü Lunch Program

Transportation Policy

Transportation is provided for eligible special education students to Sky View Elementary School or other facilities as noted in the student's IEP. Transportation is also provided to students who need to cross major intersections and/or streets.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Recipient of PEEF grant for after school Math Academy. Students not meeting the AIMS standards were invited to participate in a skills academy, community service project. Administration/teachers track student performance pre-/post-Math Academy.
- ü Increased community involvement through canned food drive for homeless students, cut-a-thon/fundraiser for student who was suffering from cancer, added two more (totaling 3) technology classrooms and refurbished our primary playground equipment.

School Honors

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

Award/Honor	Year
ü Pride of Peoria Teacher	2002
ü Regional Spelling Bee Champ	2003
ü PEEF Grant	2002
ü Sky View Principal's Award	2001

Student Activity Rates for School Year 2002-03

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	53	47
Grades 3-4	88	93
Grades 4-5	65	65
Grades 5-6	83	88
Grades 6-7	61	43
Grades 7-8	80	63

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

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

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

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	2731	75372	103	100	101	502	529	523	14	5	9	37	23	25	34	41	36	14	31	30
All Students (Prior Year)	64	2609	70809	NA	NA	NA	522	528	518	2	5	11	30	23	27	40	41	35	28	31	27
Female	27	1343	36901	96	98	101	511	530	524	12	4	8	28	23	25	44	41	36	16	31	31
Male	47	1387	38385	107	101	101	497	528	523	16	6	9	42	23	24	29	41	36	13	31	30
African American	NC	118	3589	NC	94	96	NC	512	501	NC	9	18	NC	37	33	NC	39	33	NC	15	16
Hispanic	14	552	29103	108	100	99	486	512	510	25	10	12	50	34	31	17	39	36	8	18	20
Asian/Pacific Islander	NC	90	1574	NC	99	96	NC	543	549	NC	5	3	NC	20	14	NC	30	34	NC	45	48
American Indian/Alaskan Native	NC	33	5086	NC	97	114	NC	515	491	NC	8	22	NC	29	38	NC	33	28	NC	29	12
White	53	1913	34597	102	99	98	505	534	535	14	3	4	33	20	20	35	43	38	18	34	38
Students with Disabilities	NC	247	8057	NC	73	99	NC	507	496	NC	16	23	NC	30	31	NC	34	28	NC	19	17
Students without Disabilities	68	2484	67315	108	104	101	505	529	525	12	4	8	35	23	24	37	41	37	15	31	31
Limited English Proficient Students	NC	189	16925	NC	106	112	NC	505	482	NC	11	27	NC	46	40	NC	30	26	NC	13	7
Migrant Students	--	NC	869				--	NC	501	--	NC	17	--	NC	30	--	NC	39	--	NC	14
Economically Disadvantaged	--	205	26325				--	492	504	--	11	15	--	51	34	--	33	33	--	5	18
Non-Economically Disadvantaged	74	2526	49047				502	531	530	14	4	6	37	21	21	34	42	37	14	33	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	2716	75221	101	99	101	511	526	523	16	5	8	12	15	16	62	60	56	10	20	21
All Students (Prior Year)	57	2610	70860	NA	NA	NA	528	531	524	2	4	9	13	12	17	61	53	45	24	32	30
Female	27	1338	36833	96	98	100	526	529	526	8	3	6	4	15	15	68	60	56	20	23	23
Male	46	1378	38319	105	100	101	503	522	520	21	7	9	16	16	17	58	60	56	5	18	18
African American	NC	116	3597	NC	92	97	NC	512	510	NC	11	14	NC	21	22	NC	58	53	NC	11	11
Hispanic	13	553	29019	100	100	99	515	516	513	8	8	12	25	23	21	50	54	55	17	14	13
Asian/Pacific Islander	NC	90	1572	NC	99	95	NC	536	536	NC	3	2	NC	13	9	NC	59	57	NC	25	31
American Indian/Alaskan Native	NC	34	5071	NC	100	114	NC	518	502	NC	4	20	NC	20	27	NC	60	46	NC	16	8
White	51	1900	34543	98	98	97	510	529	531	20	4	4	8	13	12	61	61	58	10	22	26
Students with Disabilities	NC	248	8006	NC	73	99	NC	509	505	NC	14	22	NC	27	23	NC	49	42	NC	10	13
Students without Disabilities	70	2468	67215	111	103	101	512	526	524	15	5	7	11	15	16	64	60	56	11	20	21
Limited English Proficient Students	NC	189	16853	NC	106	112	NC	503	489	NC	19	29	NC	26	36	NC	47	32	NC	9	3
Migrant Students	--	NC	866				--	NC	503	--	NC	19	--	NC	23	--	NC	49	--	NC	8
Economically Disadvantaged	--	204	26256				--	494	509	--	19	14	--	36	24	--	44	51	--	1	11
Non-Economically Disadvantaged	73	2512	48965				511	528	528	16	4	5	12	14	13	62	61	58	10	21	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2701	73654	99	99	99	517	533	530	14	5	9	15	11	13	70	78	70	2	6	7
All Students (Prior Year)	30	2434	68592	NA	NA	NA	533	550	542	0	4	9	4	8	12	92	72	63	4	16	16
Female	26	1338	36239	93	98	99	532	539	537	8	3	7	0	8	11	92	81	72	0	8	10
Male	45	1363	37301	102	99	98	507	526	523	17	7	12	24	13	15	56	75	68	2	4	5
African American	NC	117	3488	NC	93	94	NC	523	515	NC	10	16	NC	12	18	NC	74	62	NC	3	4
Hispanic	11	541	28348	85	98	96	516	524	520	0	8	13	30	16	17	70	73	65	0	3	5
Asian/Pacific Islander	NC	89	1558	NC	98	95	NC	543	547	NC	1	3	NC	8	8	NC	82	76	NC	8	13
American Indian/Alaskan Native	NC	33	4947	NC	97	111	NC	529	507	NC	4	22	NC	8	22	NC	80	53	NC	8	3
White	51	1893	33924	98	98	96	515	535	537	18	4	5	14	10	10	65	79	75	2	7	9
Students with Disabilities	NC	244	7306	NC	72	90	NC	521	506	NC	19	24	NC	8	20	NC	69	52	NC	4	4
Students without Disabilities	68	2457	66348	108	102	100	518	533	531	13	5	8	16	11	13	70	78	71	2	6	8
Limited English Proficient Students	NC	186	16422	NC	104	109	NC	510	495	NC	18	30	NC	20	27	NC	61	43	NC	2	0
Migrant Students	--	10	849				--	488	511	--	25	19	--	25	22	--	50	56	--	0	4
Economically Disadvantaged	--	204	25711				--	501	514	--	19	16	--	23	19	--	58	61	--	1	3
Non-Economically Disadvantaged	71	2497	47943				517	535	535	14	4	7	15	10	11	70	79	74	2	6	9

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	73	2885	76230	99	100	101	512	508	498	10	6	12	32	37	38	6	13	12	52	45	37
All Students (Prior Year)	81	2848	72888	NA	NA	NA	504	497	494	1	10	14	46	42	40	13	14	12	40	34	34
Female	37	1398	37247	97	99	100	514	510	500	9	4	11	30	37	40	9	13	13	52	46	37
Male	36	1484	38725	100	100	101	511	507	497	10	7	14	33	37	37	3	13	12	53	43	37
African American	NC	140	3594	NC	94	96	NC	490	476	NC	10	22	NC	51	46	NC	12	11	NC	27	21
Hispanic	15	630	28100	94	98	98	509	499	482	9	7	18	45	46	47	0	13	11	45	35	24
Asian/Pacific Islander	NC	81	1447	NC	99	95	NC	525	527	NC	3	5	NC	25	26	NC	12	11	NC	60	58
American Indian/Alaskan Native	NC	39	5292	NC	100	113	NC	499	463	NC	9	31	NC	47	47	NC	9	8	NC	35	14
White	50	1964	35389	100	99	96	512	512	514	11	5	6	28	34	32	9	13	14	53	48	48
Students with Disabilities	NC	244	9022	NC	91	105	NC	461	465	NC	36	31	NC	39	43	NC	3	8	NC	21	17
Students without Disabilities	67	2641	67208	106	101	100	512	510	500	10	5	12	32	37	38	6	13	12	52	45	38
Limited English Proficient Students	NC	159	14826	NC	105	113	NC	482	460	NC	6	31	NC	56	51	NC	19	8	NC	19	10
Migrant Students	--	15	837				--	528	478	--	0	19	--	25	51	--	25	8	--	50	21
Economically Disadvantaged	--	100	25037				--	462	477	--	18	21	--	68	47	--	7	11	--	7	21
Non-Economically Disadvantaged	73	2785	51193				512	510	507	10	5	9	32	36	35	6	13	13	52	46	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	2864	76202	97	99	101	508	508	505	17	13	19	19	23	24	51	52	46	13	13	11
All Students (Prior Year)	81	2848	72779	NA	NA	NA	508	507	505	7	15	21	19	20	20	61	50	43	13	15	15
Female	38	1396	37231	100	99	100	506	511	507	18	9	16	18	22	24	50	54	48	15	16	13
Male	34	1465	38718	94	99	101	510	505	503	17	16	22	21	24	24	52	49	44	10	11	10
African American	NC	139	3600	NC	93	97	NC	501	497	NC	21	28	NC	30	29	NC	40	39	NC	8	5
Hispanic	15	630	28090	94	98	98	522	504	497	9	16	28	27	28	30	45	47	37	18	9	5
Asian/Pacific Islander	--	80	1443	--	98	95	--	517	515	--	9	9	--	12	19	--	63	53	--	15	19
American Indian/Alaskan Native	NC	38	5311	NC	97	113	NC	505	491	NC	15	38	NC	35	31	NC	47	28	NC	3	3
White	49	1952	35371	98	99	96	506	509	512	20	11	10	15	21	20	52	53	54	13	15	16
Students with Disabilities	NC	234	9097	NC	87	106	NC	497	493	NC	39	39	NC	25	27	NC	29	29	NC	7	5
Students without Disabilities	66	2630	67105	105	100	100	508	508	506	17	12	18	19	23	24	51	52	47	13	13	12
Limited English Proficient Students	NC	158	14780	NC	105	113	NC	499	486	NC	19	50	NC	25	32	NC	56	18	NC	0	1
Migrant Students	--	14	832				--	512	492	--	0	36	--	0	31	--	100	31	--	0	3
Economically Disadvantaged	--	99	24961				--	486	495	--	49	32	--	34	30	--	16	34	--	0	4
Non-Economically Disadvantaged	72	2765	51241				508	509	509	17	11	14	19	23	22	51	53	51	13	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	70	2862	74692	95	99	99	497	513	502	23	10	18	28	26	27	43	56	47	7	9	8
All Students (Prior Year)	79	2780	70710	NA	NA	NA	539	523	512	3	10	17	13	23	26	64	51	42	20	16	16
Female	37	1388	36710	97	98	99	501	522	509	24	6	14	18	22	26	48	61	50	9	11	10
Male	33	1472	37742	92	100	98	492	504	495	21	14	22	39	29	28	36	51	44	4	6	6
African American	NC	141	3516	NC	95	94	NC	505	487	NC	13	26	NC	34	31	NC	45	39	NC	9	4
Hispanic	15	631	27492	94	98	96	485	506	486	36	12	27	27	29	32	36	53	38	0	7	4
Asian/Pacific Islander	--	80	1428	--	98	94	--	529	528	--	8	8	--	14	20	--	60	54	--	18	18
American Indian/Alaskan Native	NC	39	5166	NC	100	110	NC	495	470	NC	21	39	NC	24	32	NC	53	27	NC	3	2
White	48	1943	34785	96	98	94	498	515	517	20	9	10	27	25	23	47	57	56	7	9	11
Students with Disabilities	NC	231	8428	NC	86	98	NC	473	472	NC	40	38	NC	25	30	NC	35	29	NC	0	3
Students without Disabilities	64	2631	66264	102	100	99	497	514	503	23	9	17	28	26	27	43	56	48	7	9	8
Limited English Proficient Students	NC	159	14363	NC	105	109	NC	492	459	NC	19	47	NC	31	34	NC	44	19	NC	6	1
Migrant Students	--	15	814				--	552	475	--	0	33	--	0	37	--	75	27	--	25	2
Economically Disadvantaged	--	97	24507				--	467	480	--	30	31	--	54	33	--	17	33	--	0	3
Non-Economically Disadvantaged	70	2765	50185				497	514	511	23	9	13	28	25	24	43	57	53	7	9	10

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	100	2987	71167	115	99	99	465	468	463	33	32	38	47	47	41	14	15	14	6	6	7
All Students (Prior Year)	87	2820	66213	NA	NA	NA	475	470	459	18	29	39	56	46	40	19	18	14	7	7	7
Female	42	1483	34825	102	98	99	460	466	462	34	32	38	51	49	42	12	15	14	2	4	6
Male	58	1500	36047	126	99	99	469	469	464	33	33	38	43	44	39	16	15	15	8	8	8
African American	11	153	3225	138	99	95	454	445	441	29	54	57	57	38	34	14	7	6	0	2	2
Hispanic	15	566	23643	100	96	97	462	456	445	43	44	53	36	40	37	21	13	8	0	2	2
Asian/Pacific Islander	NC	85	1503	NC	94	100	NC	484	493	NC	18	18	NC	49	40	NC	21	23	NC	12	19
American Indian/Alaskan Native	--	35	5161	--	100	103	--	470	435	--	34	63	--	41	30	--	14	5	--	10	2
White	68	2131	35245	117	99	95	466	471	476	34	29	26	46	49	45	12	16	19	8	7	10
Students with Disabilities	19	250	8095	190	88	104	419	429	426	83	69	69	17	28	25	0	1	5	0	1	1
Students without Disabilities	81	2737	63072	105	100	99	472	469	464	26	31	37	51	47	41	17	15	15	6	6	7
Limited English Proficient Students	NC	113	10317	NC	130	111	NC	409	426	NC	78	72	NC	22	25	NC	0	2	NC	0	1
Migrant Students	--	NC	614	--	--	--	--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	--	24	17057	--	--	--	--	424	440	--	68	58	--	32	34	--	0	6	--	0	2
Non-Economically Disadvantaged	100	2963	54110	--	--	--	465	468	468	33	32	33	47	47	43	14	15	16	6	6	8

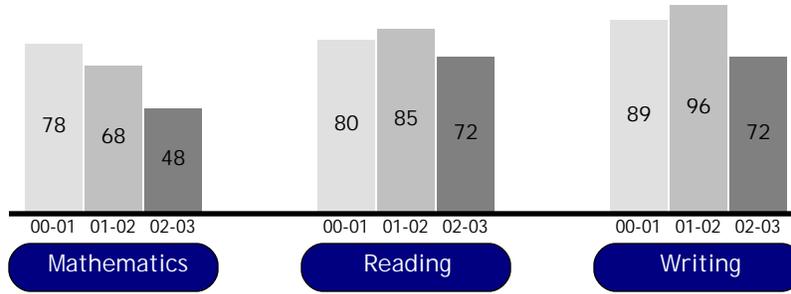
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2981	71100	117	99	99	508	510	502	19	17	25	17	19	21	41	46	40	23	18	15
All Students (Prior Year)	89	2813	66144	NA	NA	NA	520	514	504	7	15	24	18	19	20	57	47	40	19	20	16
Female	42	1480	34801	102	98	99	507	513	505	15	13	21	17	20	22	49	49	42	20	18	15
Male	60	1498	36010	130	99	99	509	507	499	22	22	28	16	18	20	35	43	38	27	17	14
African American	11	154	3219	138	100	95	498	494	486	14	29	38	43	25	24	43	38	31	0	7	7
Hispanic	15	569	23630	100	97	96	507	502	485	21	23	37	21	22	25	36	41	32	21	14	6
Asian/Pacific Islander	NC	86	1509	NC	96	100	NC	518	522	NC	12	12	NC	19	14	NC	41	46	NC	27	28
American Indian/Alaskan Native	--	35	5144	--	100	102	--	503	478	--	24	46	--	21	24	--	41	25	--	14	5
White	70	2119	35198	121	98	95	508	513	515	20	15	15	14	18	18	42	48	47	25	19	21
Students with Disabilities	21	266	8121	210	94	105	459	470	470	75	58	55	17	21	20	0	13	21	8	8	4
Students without Disabilities	81	2715	62979	105	99	99	516	511	503	10	17	23	17	19	21	47	47	41	26	18	15
Limited English Proficient Students	NC	113	10304	NC	130	110	NC	465	462	NC	57	63	NC	14	23	NC	29	13	NC	0	1
Migrant Students	--	NC	623	--	--	--	--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	--	26	17040	--	--	--	--	462	483	--	59	40	--	27	25	--	14	29	--	0	6
Non-Economically Disadvantaged	102	2955	54060	--	--	--	508	511	507	19	17	20	17	19	20	41	46	43	23	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2940	69001	117	97	96	496	499	490	13	11	17	32	35	37	53	53	45	1	1	1
All Students (Prior Year)	81	2741	63579	NA	NA	NA	503	503	493	7	8	15	37	38	42	53	52	41	3	2	2
Female	42	1461	34086	102	97	97	501	506	496	7	6	13	34	33	36	59	59	51	0	2	1
Male	60	1476	34644	130	97	95	492	492	484	18	16	22	31	37	39	49	47	38	2	1	0
African American	11	150	3115	138	97	92	483	485	478	29	21	25	14	42	44	57	36	31	0	1	0
Hispanic	15	563	22656	100	96	92	490	491	476	0	14	27	64	40	43	36	45	30	0	0	0
Asian/Pacific Islander	NC	81	1472	NC	90	98	NC	508	507	NC	4	8	NC	35	30	NC	59	60	NC	1	2
American Indian/Alaskan Native	--	35	4940	--	100	98	--	487	469	--	14	34	--	48	43	--	38	23	--	0	0
White	70	2095	34501	121	97	93	497	502	500	15	9	10	29	33	34	54	57	55	2	1	1
Students with Disabilities	21	258	7386	210	91	95	452	460	459	50	46	46	33	29	37	17	24	17	0	0	0
Students without Disabilities	81	2682	61615	105	98	97	503	500	491	8	10	16	32	35	37	59	54	45	1	1	1
Limited English Proficient Students	NC	109	9662	NC	125	104	NC	441	454	NC	71	51	NC	29	40	NC	0	9	NC	0	0
Migrant Students	--	NC	590	--	--	--	--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0
Economically Disadvantaged	--	26	16383	--	--	--	--	463	472	--	32	30	--	55	43	--	14	26	--	0	0
Non-Economically Disadvantaged	102	2914	52618	--	--	--	496	499	494	13	10	14	32	35	36	53	54	49	1	1	1

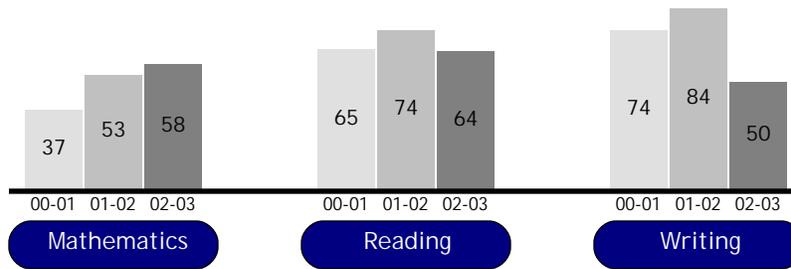
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

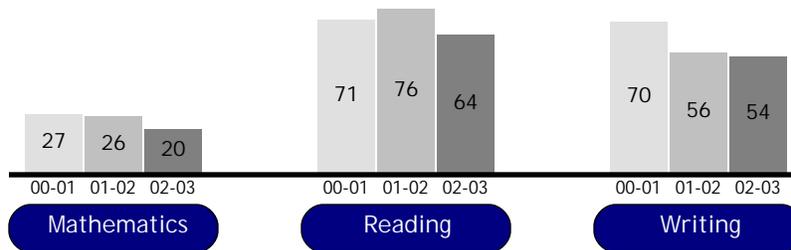
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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

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

Glossary:

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

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

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

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

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

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

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

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	86	72	63	53	96	49	58	44	98	67	62	50
	Language	86	68	57	45	95	39	56	39	100	48	57	43
	Mathematics	88	79	71	56	88	60	68	52	94	74	71	57
3	Reading	89	60	58	50	90	47	55	43	96	51	58	47
	Language	87	68	68	55	94	50	64	50	95	55	66	54
	Mathematics	87	76	67	53	84	56	65	50	100	49	67	54
4	Reading	90	63	62	55	90	62	59	47	98	70	63	52
	Language	90	63	58	50	90	59	57	45	98	65	59	48
	Mathematics	90	71	66	56	93	61	66	52	100	76	67	57
5	Reading	98	57	59	51	92	55	55	46	97	63	61	50
	Language	99	52	53	46	94	50	51	43	97	57	56	46
	Mathematics	100	58	66	56	92	66	63	54	100	66	67	57
6	Reading	85	70	63	54	92	65	60	49	100	71	63	53
	Language	85	63	56	46	93	56	54	42	100	71	58	45
	Mathematics	85	67	74	61	92	69	70	58	100	79	73	62
7	Reading	90	71	64	53	86	66	60	48	100	60	63	51
	Language	89	73	68	55	86	71	64	51	100	62	69	54
	Mathematics	90	70	71	57	86	66	68	54	100	57	70	58
8	Reading	99	64	63	55	88	68	61	49	99	69	62	53
	Language	98	66	61	50	89	60	60	46	99	64	62	49
	Mathematics	97	67	64	57	90	65	67	54	99	61	66	58

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

School Safety

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

Safety Committee meets monthly to discuss issues. Monthly fire drills, as well as periodic lockdown drills, are held. Teacher visibility around the campus before and after school, helps to curb incidents.

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) :

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.

Contacts

	Name	Phone Number
School Site Council	Keith Brown	(623) 412-4850
Transportation Policy	Larry Fahy	(623) 486-6165
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	Lee Ann Toone	(623) 412-4850
Student Health/Nurse	Laureen Weiss	(623) 412-4853

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

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

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

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

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

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

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

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

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

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

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

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