ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Sky View Elementary School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS[1]

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	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. Keith Brown
Schedule :	07:30 AM to 04:00 PM
Grades :	Pre-K-8
2005 Enrollment :	660
Web Address :	skyview.peoriaud.k12.az.us
Phone Number :	(623) 412-4850
Fax Number :	(623) 412-4861
E-mail :	fkbrown@peoriaud.k12.az.us

Mission

The vision of Sky View Elementary School is to be a school committed to learning for all in a safe and orderly environment.

School / Academic Goals

- Students will improve at least one instructional year on appropriate reading fluency, comprehension and written language as measured by criterion-referenced and norm-referenced tests.
- Students will attend school regularly in a safe and orderly manner.
- Parents will be involved actively and substantively in the child's educational program and activities.
- Professional staff will understand and apply research-based practices in a manner that improves students' performance.

Enrollment

October 1, 2004 School Year Student Enrollment : 715

Accepting New Students in 2005-06 Under Open Enrollment Law : [2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 64

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

Instructional Programs

- Gifted & Enrichment pull-out, grades 3-6
- Differentiated Instruction & Curriculum
- Advanced Placement, grades 7-8
- Kindergarten Enrichment
- Self-contained Special Education
- Developmental and Community Preschool
- Career and Life Technical Skills
- Arts Integration

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 :	5/20/2006

Shared Responsibilities

School

We are responsible to provide students a learning environment that is both physically and emotionally safe.

We are responsible to provide all students with instructional practices and curriculum resources aligned with state and district standards of performance to the maximum of their capability.

We are responsible to provide parents with current and accurate information about their child's educational performance.

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.

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 provided to designated residential areas for all students enrolled at Sky View.

School Honors

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

Award/Honor	Year
Pride of Peoria Teacher and Classified	2005
Regional Spelling Bee Champ	2005
PEEF Grant Award for Equestrian Program	2005
State of Arizona Spelling Bee finalist	2003

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

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2834	79306	100	100	99	431	448	445	13	7	10	21	15	18	62	57	51	4	20	20
All Students (Prior Year)	67	2724	75509	100	100	100	505	529	521	19	8	13	26	21	23	34	35	33	21	35	31
Female	40	1346	38691	100	100	99	435	453	446	11	6	10	19	14	18	65	60	52	5	20	20
Male	40	1488	40583	100	100	99	427	443	445	16	8	11	22	17	18	59	55	50	3	20	21
African American	11	150	4041	100	97	99	425	431	426	0	10	17	29	23	23	71	58	50	0	10	10
Hispanic	12	655	32869	92	99	99	439	428	429	20	12	15	0	22	25	80	57	51	0	9	10
Asian/Pacific Islander	--	85	1935	--	98	99	--	460	474	--	4	3	--	15	9	--	51	48	--	29	40
American Indian/Alaskan Native	--	46	4264	--	100	100	--	419	419	--	8	19	--	35	30	--	48	45	--	10	6
White	56	1898	36197	100	100	99	430	455	463	14	6	5	24	12	11	57	58	53	6	24	31
Students with Disabilities	17	435	10321	100	100	100	395	391	389	47	23	30	20	27	27	33	40	34	0	10	9
Students without Disabilities	63	2404	69060	100	98	98	442	458	454	4	4	7	20	13	17	70	61	54	6	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	NC	569	39415	NC	85	96	NC	439	431	NC	13	15	NC	17	25	NC	58	50	NC	12	10
Non-Economically Disadvantaged	71	2270	39966	100	100	100	433	450	459	12	6	6	23	15	12	60	57	52	5	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	79	2834	79395	100	0	99	444	458	446	10	4	9	21	18	25	66	64	55	3	13	11
All Students (Prior Year)	67	2724	75492	100	100	100	514	525	519	10	7	12	22	15	16	51	51	47	17	27	24
Female	40	1346	38743	100	0	100	458	469	451	8	3	7	11	14	24	76	68	57	5	16	12
Male	40	1488	40618	100	0	99	429	448	440	13	6	11	31	22	27	56	61	53	0	12	9
African American	11	150	4052	100	0	100	459	449	434	0	5	11	0	21	29	100	66	54	0	8	6
Hispanic	12	655	32915	92	0	99	460	439	426	20	8	15	0	25	35	70	61	47	10	6	4
Asian/Pacific Islander	--	85	1936	--	0	99	--	465	468	--	3	3	--	13	14	--	64	63	--	21	19
American Indian/Alaskan Native	--	46	4271	--	0	100	--	435	420	--	3	15	--	35	42	--	38	41	--	25	2
White	56	1898	36221	100	0	99	439	465	465	10	3	4	27	15	15	61	66	63	2	16	17
Students with Disabilities	17	435	10331	100	0	100	403	400	388	33	15	25	40	34	37	27	43	34	0	8	4
Students without Disabilities	63	2404	69139	100	0	99	456	469	454	4	2	7	15	15	24	78	68	58	4	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	NC	569	39484	NC	0	96	NC	449	429	NC	8	14	NC	24	35	NC	61	47	NC	7	4
Non-Economically Disadvantaged	71	2270	39986	100	0	100	446	460	461	8	3	4	22	16	16	67	65	63	3	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	78	2826	78869	99	100	99	466	453	442	4	3	6	9	17	21	72	70	63	15	10	10
All Students (Prior Year)	67	2706	75053	100	100	99	616	603	597	5	5	7	8	10	12	78	78	72	10	7	9
Female	40	1343	38536	100	100	99	489	474	458	0	1	4	3	9	15	86	75	67	11	14	14
Male	39	1483	40302	98	100	99	440	435	428	10	5	8	16	23	26	55	66	60	19	6	7
African American	11	149	4015	100	96	99	478	443	430	0	3	8	0	17	24	86	71	61	14	9	7
Hispanic	12	651	32606	92	99	98	478	439	426	0	4	8	10	22	27	80	68	60	10	6	5
Asian/Pacific Islander	--	85	1925	--	98	99	--	464	471	--	1	3	--	10	11	--	73	64	--	15	22
American Indian/Alaskan Native	--	46	4245	--	100	100	--	435	423	--	0	9	--	23	26	--	65	61	--	13	4
White	55	1895	36078	100	100	99	462	458	459	6	3	4	10	15	16	68	71	66	16	11	14
Students with Disabilities	17	435	10246	100	100	100	391	386	367	20	8	18	20	37	39	53	48	40	7	7	4
Students without Disabilities	62	2396	68697	100	98	98	488	466	454	0	2	4	6	13	18	77	74	67	17	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	NC	567	39106	NC	85	95	NC	444	427	NC	4	8	NC	22	28	NC	68	59	NC	5	5
Non-Economically Disadvantaged	70	2264	39837	100	100	100	470	456	457	3	3	4	10	15	14	69	71	67	17	11	15

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

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	2918	78906	100	100	99	503	507	498	11	10	13	18	16	19	49	48	48	22	26	20
All Students (Prior Year)	61	2855	76019	100	100	100	498	503	499	9	9	14	51	39	39	14	16	14	26	35	33
Female	34	1425	38644	100	99	99	501	508	500	6	9	12	23	16	19	55	49	49	16	25	19
Male	38	1492	40236	97	100	99	503	507	497	15	11	15	15	16	19	45	46	46	24	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	17	653	31938	100	100	99	513	488	481	0	17	19	20	21	25	60	45	46	20	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	45	1993	36483	100	100	99	499	515	517	18	8	7	21	14	13	36	49	51	26	29	30
Students with Disabilities	NC	413	10664	NC	100	100	NC	435	430	NC	32	42	NC	29	27	NC	29	26	NC	10	5
Students without Disabilities	66	2507	68310	100	98	98	507	519	509	8	7	9	17	14	18	53	51	51	22	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	16	573	38679	89	87	96	494	493	483	0	17	20	31	23	25	63	45	45	6	15	10
Non-Economically Disadvantaged	57	2347	40295	100	100	100	506	511	513	14	9	7	14	14	13	45	49	50	27	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	74	2919	78908	100	0	99	485	492	484	9	6	10	18	18	23	70	65	58	3	11	9
All Students (Prior Year)	61	2851	76020	100	100	100	495	506	503	32	18	25	33	22	23	25	45	40	11	14	12
Female	35	1426	38648	100	0	99	495	497	489	3	4	8	16	14	22	75	69	61	6	12	10
Male	38	1492	40233	97	0	99	476	487	479	15	8	12	21	21	25	64	61	55	0	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	18	653	31940	100	0	99	479	473	465	13	11	16	13	27	32	75	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	45	1994	36502	100	0	99	485	499	502	10	4	4	23	15	14	62	67	67	5	14	15
Students with Disabilities	NC	415	10665	NC	0	100	NC	428	423	NC	20	30	NC	34	36	NC	41	31	NC	4	2
Students without Disabilities	66	2506	68312	100	0	98	491	503	493	5	4	7	17	15	21	75	69	62	3	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	17	574	38662	94	0	96	476	481	468	6	9	16	24	29	32	71	57	49	0	5	3
Non-Economically Disadvantaged	57	2347	40315	100	0	100	489	495	498	10	5	5	16	15	15	69	67	66	4	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	74	2920	78750	100	100	99	511	512	500	3	3	6	23	22	29	74	72	63	0	3	2
All Students (Prior Year)	61	2854	75673	100	100	100	510	544	530	18	8	12	15	22	25	64	66	58	4	4	4
Female	35	1427	38586	100	99	99	518	524	515	3	2	4	13	15	22	84	79	71	0	3	3
Male	38	1492	40135	97	100	99	504	499	486	3	4	8	33	29	35	64	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	18	654	31841	100	100	99	515	500	483	6	4	8	13	29	36	81	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	45	1994	36440	100	100	99	510	517	516	0	3	3	31	20	22	69	75	71	0	3	4
Students with Disabilities	NC	414	10622	NC	100	100	NC	436	415	NC	10	21	NC	47	50	NC	42	28	NC	1	1
Students without Disabilities	66	2508	68196	100	98	98	520	524	513	2	2	3	19	18	25	80	77	69	0	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	17	574	38558	94	88	96	508	498	485	6	6	8	18	29	37	76	65	54	0	1	1
Non-Economically Disadvantaged	57	2348	40260	100	100	100	512	515	514	2	3	3	24	20	21	73	74	72	0	3	4

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

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	3236	78250	99	100	99	546	558	548	20	13	21	19	17	18	55	57	48	6	13	13
All Students (Prior Year)	101	3176	75001	100	100	99	466	476	468	33	27	37	47	43	36	16	21	16	4	10	10
Female	53	1575	38071	100	100	99	549	558	549	9	11	20	30	17	19	55	59	49	6	13	12
Male	59	1658	40126	95	100	99	542	558	547	31	15	23	8	16	17	54	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	19	686	29129	100	100	99	552	543	527	7	19	32	33	23	23	47	50	40	13	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	78	2233	38320	100	100	99	541	563	568	25	11	12	19	15	14	52	59	55	4	15	19
Students with Disabilities	33	371	9329	100	100	100	489	459	454	74	58	64	9	20	18	13	20	16	4	2	2
Students without Disabilities	79	2867	68996	99	99	99	564	570	561	3	7	16	22	16	18	68	62	52	7	14	14
Limited English Proficient Students	--	147	10133	--	100	100	--	440	488	--	31	45	--	27	25	--	41	28	--	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	14	556	33388	93	90	94	523	546	530	29	20	32	29	22	22	43	50	40	0	8	5
Non-Economically Disadvantaged	98	2682	44937	100	100	100	550	561	561	19	11	13	17	16	15	57	59	54	7	14	18

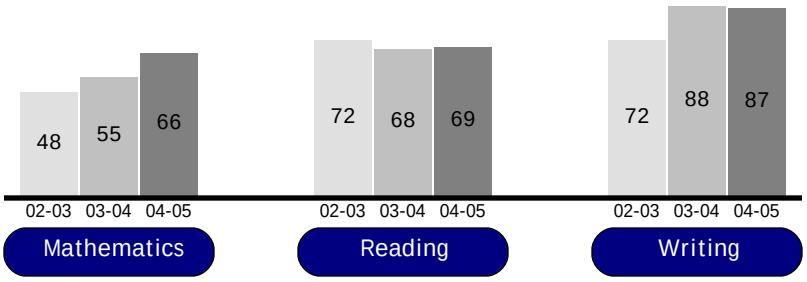
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	3238	78302	100	0	99	520	524	512	16	7	11	21	19	25	59	68	57	4	7	7
All Students (Prior Year)	101	3170	74918	100	100	99	502	507	497	19	22	32	23	18	19	44	42	35	14	18	15
Female	53	1575	38082	100	0	99	527	528	518	6	4	8	26	17	24	64	72	61	4	7	7
Male	60	1660	40166	97	0	99	513	520	507	24	9	14	16	21	26	55	64	54	4	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	19	686	29152	100	0	99	526	510	492	13	12	17	27	25	34	53	58	46	7	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	79	2234	38347	100	0	99	516	528	531	17	5	5	20	17	17	59	70	68	4	7	10
Students with Disabilities	33	371	9353	100	0	100	467	438	429	52	33	40	26	35	38	22	31	22	0	1	1
Students without Disabilities	80	2869	69024	100	0	99	536	535	524	4	3	7	19	17	23	71	72	62	5	7	7
Limited English Proficient Students	--	147	10140	--	0	100	--	407	451	--	20	28	--	39	43	--	39	29	--	1	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	14	556	33398	93	0	94	504	511	495	21	12	18	36	28	35	43	58	46	0	3	2
Non-Economically Disadvantaged	99	2684	44979	100	0	100	522	527	525	15	5	6	18	17	18	62	70	66	5	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	112	3229	78094	99	100	99	555	561	545	4	2	3	13	11	18	83	86	77	0	2	2
All Students (Prior Year)	101	3170	74503	100	100	99	519	522	491	1	4	9	27	22	32	64	61	51	7	12	8
Female	52	1573	38025	100	100	99	566	569	558	2	1	2	6	6	13	91	91	82	0	2	2
Male	60	1653	40013	97	99	99	545	552	534	6	3	5	18	15	23	76	81	71	0	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	19	685	29068	100	100	99	574	547	523	0	3	5	7	17	27	93	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	78	2228	38265	100	100	99	547	564	564	6	1	2	14	9	11	80	88	84	0	2	3
Students with Disabilities	33	369	9275	100	100	100	494	459	444	13	9	14	43	39	46	43	51	39	0	1	1
Students without Disabilities	79	2862	68892	99	99	98	575	573	559	1	1	2	3	7	14	96	90	82	0	2	2
Limited English Proficient Students	--	147	10084	--	100	100	--	431	474	--	8	10	--	28	39	--	63	50	--	1	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	14	556	33296	93	90	94	529	547	527	14	2	5	14	19	27	71	78	67	0	1	0
Non-Economically Disadvantaged	98	2675	44871	100	100	100	560	564	559	2	2	2	12	9	12	85	88	84	0	2	3

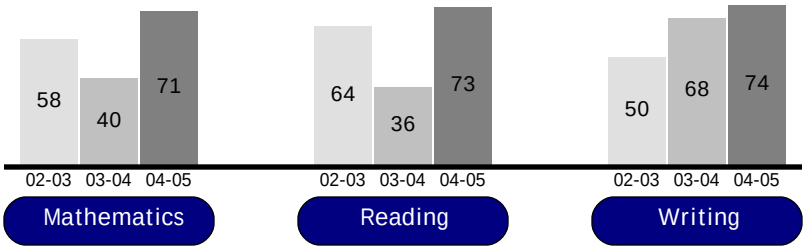
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

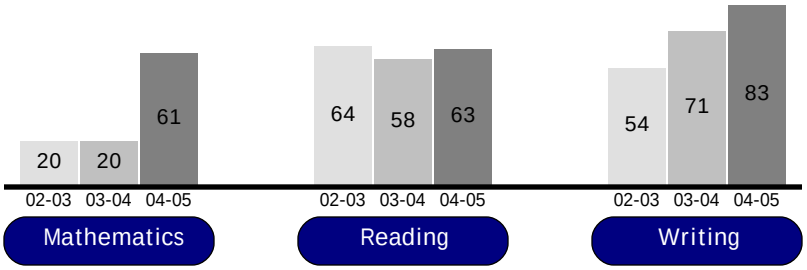
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	67	62	50	99	68	NA	58	95	50	53	47
	Language	100	48	57	43	100	59	60	50	95	50	53	47
	Mathematics	94	74	71	57	100	73	72	64	93	54	53	50
3	Reading	96	51	58	47	100	54	NA	55	100	44	52	44
	Language	95	55	66	54	100	62	70	61	100	43	50	44
	Mathematics	100	49	67	54	100	61	71	61	100	43	55	51
4	Reading	98	70	63	52	100	67	NA	56	94	53	54	48
	Language	98	65	59	48	100	67	60	52	94	51	55	49
	Mathematics	100	76	67	57	100	68	69	61	95	51	58	53
5	Reading	97	63	61	50	100	62	NA	55	100	49	56	50
	Language	97	57	56	46	100	52	56	49	100	51	56	50
	Mathematics	100	66	67	57	100	67	67	63	100	49	52	49
6	Reading	100	71	63	53	100	60	NA	56	95	51	58	51
	Language	100	71	58	45	100	55	60	48	95	48	55	47
	Mathematics	100	79	73	62	100	65	75	66	94	55	59	52
7	Reading	100	60	63	51	100	65	NA	54	90	46	59	50
	Language	100	62	69	54	100	71	67	58	90	49	62	52
	Mathematics	100	57	70	58	100	70	68	62	95	40	57	50
8	Reading	99	69	62	53	100	64	NA	55	100	52	58	51
	Language	99	64	62	49	100	58	64	52	100	52	56	50
	Mathematics	99	61	66	58	100	60	69	61	99	49	59	53

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

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

School Site Council

Council Composition	Council Duties
2 School Administrator(s)	ü Budget
1 Non-certified Employee(s)	ü School Safety Issues
1 Teacher(s)	ü Student Discipline
2 Parent(s)	ü Extracurricular Activities
1 Community Member(s)	ü Parent/Educator Relations
0 Student(s)	

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	41.50
Other Professional Staff	4.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	6	1	0	0
7 to 9 years	2	2	0	0
10 or more years	15	13	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	148
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Hightly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- ü Computer Lab K-6
- ü Technology Lab 7-8, Science Lab
- ü Art Room
- ü Library/Media Center

Extracurricular Activities

- ü Yearbook
- ü National Junior Honor Society
- ü Student Council
- ü Band/Chorus
- ü Outdoor Education
- ü Athletics (7th & 8th Graders)
- ü Chess Club
- ü Jr. High Athletics

Social Services

- ü Intervention Services
- ü Crisis Intervention
- ü Scouts
- ü Lunch Program
- ü Health Services
- ü Quest Program-- Lions' International

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 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.
- Increased community involvement through canned food drive for homeless students.
- Conducted humanitarian fund raising effort for tsunami relief and other natural disasters.
- Conducted "Adopt a Soldier" and pen-pal support for military members.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	95	95	94	95
Transfers Out Rate [5]	8	12	12	17
Transfers In Rate [6]	28	28	28	37
Stability Rate [7]	91	87	87	82
Promotion Rate [8]	94	96	95	81
Retention Rate [9]	2	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

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 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	Keith Brown	(623) 412-4850
Transportation Policy	Doug King	(623) 486-6165
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 487-5183
Parent Organization	Vicki Hattabaugh	(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 of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

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

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

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

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

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

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

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