

# Apache Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

8633 W. John Cabot Road, Peoria, AZ 85382

Peoria Unified School District

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

### AZ LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

Excelling\*

\* 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. Steve Gillett  
Schedule : 8:00 AM to 4:00 PM  
Grades : Pre-K-8  
2003 Enrollment : 1040  
Web Address : www.peoriaud.k12.az.us/  
Phone Number : (623) 412-4875  
Fax Number : (623) 412-4885  
E-mail :

### Mission

The mission of the staff, the parents and the community of Apache School is to empower all students to be lifelong learners who will be able to meet the challenges of the ever-changing global society of the 21st Century.

### School / Academic Goals

Ü Study Skills: Students will apply life management skills by meeting timelines and being prepared for class.

Ü Math: Students will demonstrate proficiency and competency in math activities across the curriculum.

### Instructional Programs

Ü Regular Full-day Classes  
Ü Gifted  
Ü On-site Special Education

### Enrollment

October 1, 2002 School Year Student Enrollment : 1061  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 146

### 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 : 5/19/2004

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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

Council Duties

- ü School Safety Issues
- ü Student Discipline
- ü Extracurricular Activities
- ü Budget Review
- ü Growth
- ü Student Achievement

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	57.00
Other Professional Staff	10.00	Teacher Aide	5.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	7	0	0	0
7 to 9 years	5	0	0	0
10 or more years	21	14	0	0

Shared Responsibilities

School

Apache School provides parents a safe and appropriate learning environment for their children. We communicate with parents regarding student performance and encourage parental involvement through our PTSA.

Parents

We encourage parents to become active partners in their child's education by promoting daily attendance; checking student planners; modeling positive attitudes; attending conferences and activities; and supporting behavioral expectations.

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Technology Lab

Extracurricular Activities

- ü Before/After School Programs
- ü Sports Program (Grades 7-8)
- ü National Junior Honor Society
- ü Yearbook Club

Social Services

- ü Breakfast/Lunch Program
- ü After School Program
- ü Counseling Services
- ü Crisis Intervention

Transportation Policy

Transportation is provided for all eligible students living in the attendance boundary but beyond one mile of Apache School. Services are provided for eligible special education students to Apache or other facilities as noted in the student's IEP.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü We are currently on target with all of our school goals.

School Honors

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

Award/Honor	Year
ü A+ School Award	2000
ü Golden Bell Award	2000
ü National Blue Ribbon Award	2001
ü Arizona Teacher of the Year - Top 10 Finalist	2002

Student Activity Rates for School Year 2002-03

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	71	78
Grades 3-4	80	78
Grades 4-5	70	63
Grades 5-6	76	84
Grades 6-7	77	68
Grades 7-8	72	73

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	123	2731	75372	97	100	101	542	529	523	1	5	9	19	23	25	35	41	36	46	31	30
All Students (Prior Year)	115	2609	70809	NA	NA	NA	552	528	518	2	5	11	8	23	27	46	41	35	45	31	27
Female	73	1343	36901	96	98	101	544	530	524	0	4	8	20	23	25	38	41	36	42	31	31
Male	50	1387	38385	98	101	101	539	528	523	2	6	9	17	23	24	30	41	36	51	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	15	552	29103	83	100	99	523	512	510	7	10	12	14	34	31	43	39	36	36	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	89	1913	34597	94	99	98	545	534	535	0	3	4	18	20	20	33	43	38	48	34	38
Students with Disabilities	12	247	8057	80	73	99	511	507	496	9	16	23	18	30	31	45	34	28	27	19	17
Students without Disabilities	111	2484	67315	99	104	101	545	529	525	0	4	8	19	23	24	34	41	37	48	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	123	2526	49047				542	531	530	1	4	6	19	21	21	35	42	37	46	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	123	2716	75221	97	99	101	533	526	523	1	5	8	10	15	16	66	60	56	23	20	21
All Students (Prior Year)	115	2610	70860	NA	NA	NA	540	531	524	2	4	9	8	12	17	46	53	45	44	32	30
Female	73	1338	36833	96	98	100	537	529	526	1	3	6	11	15	15	57	60	56	30	23	23
Male	50	1378	38319	98	100	101	526	522	520	0	7	9	9	16	17	80	60	56	11	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	16	553	29019	89	100	99	523	516	513	8	8	12	23	23	21	38	54	55	31	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	89	1900	34543	94	98	97	536	529	531	0	4	4	8	13	12	68	61	58	24	22	26
Students with Disabilities	11	248	8006	73	73	99	523	509	505	0	14	22	14	27	23	86	49	42	0	10	13
Students without Disabilities	112	2468	67215	100	103	101	533	526	524	1	5	7	10	15	16	65	60	56	24	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	123	2512	48965				533	528	528	1	4	5	10	14	13	66	61	58	23	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	128	2701	73654	101	99	99	540	533	530	1	5	9	7	11	13	84	78	70	8	6	7
All Students (Prior Year)	97	2434	68592	NA	NA	NA	564	550	542	1	4	9	4	8	12	67	72	63	27	16	16
Female	76	1338	36239	100	98	99	541	539	537	1	3	7	6	8	11	87	81	72	6	8	10
Male	52	1363	37301	102	99	98	538	526	523	0	7	12	9	13	15	80	75	68	11	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	15	541	28348	83	98	96	539	524	520	0	8	13	9	16	17	91	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	91	1893	33924	96	98	96	541	535	537	1	4	5	6	10	10	84	79	75	9	7	9
Students with Disabilities	16	244	7306	107	72	90	530	521	506	0	19	24	17	8	20	67	69	52	17	4	4
Students without Disabilities	112	2457	66348	100	102	100	540	533	531	1	5	8	6	11	13	85	78	71	7	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	128	2497	47943				540	535	535	1	4	7	7	10	11	84	79	74	8	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	113	2885	76230	97	100	101	518	508	498	3	6	12	30	37	38	13	13	12	54	45	37
All Students (Prior Year)	119	2848	72888	NA	NA	NA	523	497	494	3	10	14	30	42	40	15	14	12	53	34	34
Female	63	1398	37247	97	99	100	527	510	500	0	4	11	26	37	40	12	13	13	62	46	37
Male	50	1484	38725	96	100	101	507	507	497	6	7	14	34	37	37	15	13	12	45	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	13	630	28100	81	98	98	505	499	482	0	7	18	45	46	47	18	13	11	36	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	88	1964	35389	97	99	96	520	512	514	3	5	6	26	34	32	14	13	14	57	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	107	2641	67208	101	101	100	519	510	500	3	5	12	29	37	38	14	13	12	54	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	113	2785	51193				518	510	507	3	5	9	30	36	35	13	13	13	54	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	112	2864	76202	96	99	101	514	508	505	8	13	19	20	23	24	56	52	46	16	13	11
All Students (Prior Year)	117	2848	72779	NA	NA	NA	518	507	505	10	15	21	18	20	20	45	50	43	27	15	15
Female	62	1396	37231	95	99	100	517	511	507	7	9	16	17	22	24	57	54	48	20	16	13
Male	50	1465	38718	96	99	101	510	505	503	9	16	22	24	24	24	56	49	44	11	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	14	630	28090	88	98	98	507	504	497	0	16	28	42	28	30	42	47	37	17	9	5
Asian/Pacific Islander	NC	80	1443	NC	98	95	NC	517	515	NC	9	9	NC	12	19	NC	63	53	NC	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	86	1952	35371	95	99	96	513	509	512	9	11	10	15	21	20	60	53	54	15	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	105	2630	67105	99	100	100	514	508	506	7	12	18	20	23	24	58	52	47	16	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	112	2765	51241				514	509	509	8	11	14	20	23	22	56	53	51	16	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	112	2862	74692	96	99	99	513	513	502	8	10	18	24	26	27	63	56	47	6	9	8
All Students (Prior Year)	118	2780	70710	NA	NA	NA	538	523	512	4	10	17	21	23	26	50	51	42	26	16	16
Female	61	1388	36710	94	98	99	523	522	509	3	6	14	19	22	26	71	61	50	7	11	10
Male	51	1472	37742	98	100	98	501	504	495	13	14	22	30	29	28	53	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	13	631	27492	81	98	96	506	506	486	9	12	27	27	29	32	64	53	38	0	7	4
Asian/Pacific Islander	NC	80	1428	NC	98	94	NC	529	528	NC	8	8	NC	14	20	NC	60	54	NC	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	87	1943	34785	96	98	94	512	515	517	8	9	10	24	25	23	62	57	56	6	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	107	2631	66264	101	100	99	513	514	503	8	9	17	24	26	27	63	56	48	6	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	112	2765	50185				513	514	511	8	9	13	24	25	24	63	57	53	6	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	112	2987	71167	95	99	99	468	468	463	35	32	38	43	47	41	11	15	14	10	6	7
All Students (Prior Year)	102	2820	66213	NA	NA	NA	475	470	459	21	29	39	52	46	40	20	18	14	7	7	7
Female	53	1483	34825	95	98	99	471	466	462	33	32	38	40	49	42	17	15	14	10	4	6
Male	59	1500	36047	95	99	99	464	469	464	38	33	38	45	44	39	6	15	15	11	8	8
African American	--	153	3225	--	99	95	--	445	441	--	54	57	--	38	34	--	7	6	--	2	2
Hispanic	20	566	23643	95	96	97	437	456	445	59	44	53	29	40	37	12	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	NC	35	5161	NC	100	103	NC	470	435	NC	34	63	NC	41	30	NC	14	5	NC	10	2
White	86	2131	35245	93	99	95	474	471	476	31	29	26	45	49	45	12	16	19	12	7	10
Students with Disabilities	11	250	8095	110	88	104	436	429	426	40	69	69	60	28	25	0	1	5	0	1	1
Students without Disabilities	101	2737	63072	94	100	99	469	469	464	35	31	37	42	47	41	12	15	15	11	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	112	2963	54110				468	468	468	35	32	33	43	47	43	11	15	16	10	6	8

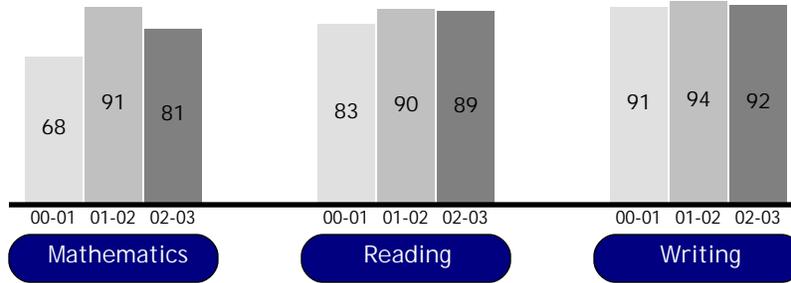
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	2981	71100	95	99	99	514	510	502	18	17	25	19	19	21	36	46	40	27	18	15
All Students (Prior Year)	102	2813	66144	NA	NA	NA	534	514	504	6	15	24	16	19	20	47	47	40	31	20	16
Female	54	1480	34801	96	98	99	518	513	505	13	13	21	20	20	22	39	49	42	28	18	15
Male	58	1498	36010	94	99	99	510	507	499	23	22	28	17	18	20	33	43	38	27	17	14
African American	--	154	3219	--	100	95	--	494	486	--	29	38	--	25	24	--	38	31	--	7	7
Hispanic	21	569	23630	100	97	96	499	502	485	28	23	37	28	22	25	17	41	32	28	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	NC	35	5144	NC	100	102	NC	503	478	NC	24	46	NC	21	24	NC	41	25	NC	14	5
White	85	2119	35198	92	98	95	517	513	515	16	15	15	18	18	18	39	48	47	28	19	21
Students with Disabilities	11	266	8121	110	94	105	478	470	470	50	58	55	17	21	20	33	13	21	0	8	4
Students without Disabilities	101	2715	62979	94	99	99	516	511	503	16	17	23	19	19	21	36	47	41	29	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	112	2955	54060				514	511	507	18	17	20	19	19	20	36	46	43	27	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	111	2940	69001	94	97	96	511	499	490	13	11	17	27	35	37	56	53	45	5	1	1
All Students (Prior Year)	100	2741	63579	NA	NA	NA	514	503	493	2	8	15	28	38	42	67	52	41	3	2	2
Female	53	1461	34086	95	97	97	521	506	496	6	6	13	31	33	36	56	59	51	8	2	1
Male	58	1476	34644	94	97	95	500	492	484	19	16	22	23	37	39	56	47	38	2	1	0
African American	--	150	3115	--	97	92	--	485	478	--	21	25	--	42	44	--	36	31	--	1	0
Hispanic	20	563	22656	95	96	92	505	491	476	6	14	27	29	40	43	65	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	NC	35	4940	NC	100	98	NC	487	469	NC	14	34	NC	48	43	NC	38	23	NC	0	0
White	87	2095	34501	95	97	93	512	502	500	13	9	10	27	33	34	54	57	55	6	1	1
Students with Disabilities	NC	258	7386	NC	91	95	NC	460	459	NC	46	46	NC	29	37	NC	24	17	NC	0	0
Students without Disabilities	102	2682	61615	94	98	97	512	500	491	11	10	16	28	35	37	56	54	45	5	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	111	2914	52618				511	499	494	13	10	14	27	35	36	56	54	49	5	1	1

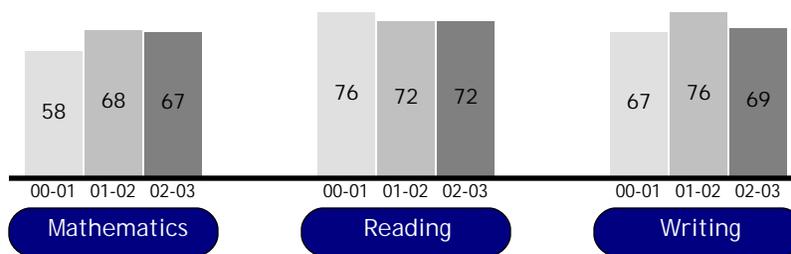
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

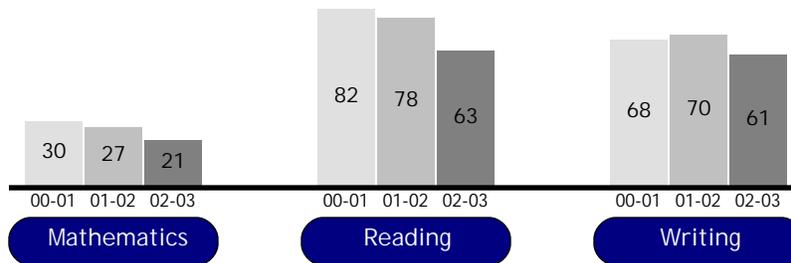
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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](http://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	90	75	63	53	96	66	58	44	98	70	62	50
	Language	93	70	57	45	96	63	56	39	99	65	57	43
	Mathematics	94	81	71	56	96	78	68	52	100	82	71	57
3	Reading	93	65	58	50	100	67	55	43	95	67	58	47
	Language	90	71	68	55	99	74	64	50	93	80	66	54
	Mathematics	93	73	67	53	97	82	65	50	100	82	67	54
4	Reading	95	71	62	55	100	60	59	47	98	74	63	52
	Language	98	65	58	50	100	58	57	45	94	72	59	48
	Mathematics	98	79	66	56	97	72	66	52	98	83	67	57
5	Reading	96	67	59	51	98	64	55	46	100	67	61	50
	Language	99	59	53	46	100	61	51	43	97	62	56	46
	Mathematics	98	78	66	56	97	76	63	54	98	72	67	57
6	Reading	97	69	63	54	100	61	60	49	99	69	63	53
	Language	96	63	56	46	98	61	54	42	99	68	58	45
	Mathematics	96	78	74	61	98	73	70	58	99	80	73	62
7	Reading	98	77	64	53	100	68	60	48	100	70	63	51
	Language	98	81	68	55	100	72	64	51	95	79	69	54
	Mathematics	96	90	71	57	99	69	68	54	97	73	70	58
8	Reading	98	69	63	55	100	71	61	49	98	65	62	53
	Language	98	72	61	50	100	75	60	46	95	67	62	49
	Mathematics	98	65	64	57	100	74	67	54	99	69	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

Our schoolwide discipline program, crisis management training, safety committee, and safety and training programs help keep our classroom environment focused upon learning and our campus safe for students.

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) :

0

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	Steve Gillett	(623) 412-4875
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 486-6000
Parent Organization	Jeanne Moyer	(623) 412-4875
Student Health/Nurse	Pam Cuthbert	(623) 412-4878

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, 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](http://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](http://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](http://www.ade.az.gov/standards)