

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

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 LEARNS¹

Elementary Achievement Profile (a)

2003-04 Highly Performing
2002-03 Excelling
2001-02 Improving

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

School Overview

Principal/Administrator : Mrs. Connie Witte
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-8
2004 Enrollment : 1043
Web Address : apacheel.peoriaud.k12.az.us/
Phone Number : (623) 412-4875
Fax Number : (623) 412-4885
E-mail : cwitte@peoriaud.k12.az.us

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.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

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 with grade level standards and performance objectives.
- ü Reading: Students will demonstrate proficiency with grade level standards and performance objectives.
- ü Writing: Students will demonstrate proficiency with grade level standards and performance objectives.

Enrollment

October 1, 2003 School Year Student Enrollment : 1022
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 130

Instructional Programs

- Ü Regular Full-day Classes
- Ü Gifted
- Ü On-site Special Education
- Ü PAL / LEAP Reading Programs
- Ü Tutoring
- Ü Fine Arts
- Ü Advanced Math Courses for 7th and 8th

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

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.

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.

School Honors

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

Award/Honor	Year
Ü A+ School Award	2000
Ü National Blue Ribbon Award	2001
Ü Arizona State Teacher and Ambassador of the Year	2004
Ü CAMLA Teacher of the Year	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	2724	75509	99	100	100	547	529	521	2	8	13	17	21	23	30	35	33	51	35	31
All Students (Prior Year)	123	2731	75372	97	100	100	542	529	523	1	5	9	19	23	25	35	41	36	46	31	30
Female	43	1318	37013	100	100	100	540	529	522	5	8	12	16	22	24	29	36	33	50	34	31
Male	68	1406	38430	99	100	99	550	530	521	0	9	14	17	21	22	30	35	33	52	36	31
African American	NC	151	3660	NC	100	99	NC	510	496	NC	15	24	NC	34	31	NC	30	28	NC	21	18
Hispanic	12	582	30486	100	100	99	530	514	505	0	12	18	30	30	29	40	33	32	30	25	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	542	549	NC	7	5	NC	11	13	NC	36	33	NC	46	50
American Indian/Alaskan Native	--	32	4075	--	100	100	--	512	486	--	14	28	--	32	34	--	21	26	--	32	12
White	89	1886	35192	99	100	99	548	534	534	2	7	8	14	19	19	29	37	35	54	38	39
Students with Disabilities	21	438	9708	100	100	100	552	506	489	0	20	32	13	27	27	40	32	24	47	22	17
Students without Disabilities	90	2286	65801	99	98	98	546	533	525	2	7	11	17	21	23	28	36	34	52	37	33
Limited English Proficient Students	NC	194	16928	NC	100	100	NC	465	485	NC	50	29	NC	50	33	NC	0	26	NC	0	12
Migrant Students	--	NC	750	--	--	--	--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	16	693	36411	--	--	--	545	509	503	0	14	19	21	31	29	29	34	32	50	21	20
Non-Economically Disadvantaged	95	2031	39040	--	--	--	547	535	534	2	6	8	16	19	19	30	36	34	52	39	39

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	111	2724	75492	99	100	100	538	525	519	3	7	12	11	15	16	45	51	47	42	27	24
All Students (Prior Year)	123	2716	75221	97	99	100	533	526	523	1	5	8	10	15	16	66	60	56	23	20	21
Female	43	1319	37014	100	100	100	541	528	523	3	6	10	5	13	15	53	50	48	39	30	27
Male	68	1405	38400	99	100	99	536	522	516	3	8	14	14	17	17	40	52	47	43	23	21
African American	NC	150	3665	NC	100	99	NC	514	505	NC	9	20	NC	21	22	NC	57	43	NC	13	14
Hispanic	12	582	30438	100	100	99	531	516	508	0	10	17	20	21	21	50	52	47	30	17	15
Asian/Pacific Islander	NC	70	1773	NC	100	98	NC	529	534	NC	5	4	NC	11	10	NC	52	50	NC	32	36
American Indian/Alaskan Native	--	32	4081	--	100	100	--	511	498	--	14	25	--	18	26	--	61	40	--	7	8
White	89	1887	35177	99	100	99	539	528	528	4	6	8	8	13	13	46	50	49	42	30	31
Students with Disabilities	21	439	9707	100	100	100	540	508	495	7	17	33	0	23	21	47	43	33	47	17	13
Students without Disabilities	90	2285	65785	99	98	98	537	527	522	2	6	10	13	14	16	44	52	49	41	28	26
Limited English Proficient Students	NC	195	16905	NC	100	100	NC	474	489	NC	67	34	NC	0	28	NC	33	32	NC	0	6
Migrant Students	--	NC	763	--	--	--	--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	16	692	36302	--	--	--	531	514	507	0	12	18	14	22	21	64	51	46	21	15	14
Non-Economically Disadvantaged	95	2032	39164	--	--	--	539	528	528	3	6	8	10	13	13	41	51	48	45	30	31

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	2706	75053	99	100	99	597	603	597	2	5	7	11	10	12	78	78	72	9	7	9
All Students (Prior Year)	128	2701	73654	100	99	99	540	533	530	1	5	9	7	11	13	84	78	70	8	6	7
Female	43	1310	36872	100	99	99	609	624	621	0	3	5	8	7	9	84	81	74	8	10	12
Male	68	1396	38109	99	100	99	589	583	573	3	6	10	13	13	14	75	76	69	10	5	6
African American	NC	149	3636	NC	100	99	NC	574	568	NC	7	12	NC	13	16	NC	77	67	NC	3	6
Hispanic	12	578	30235	100	99	98	602	594	575	0	5	9	0	13	14	90	74	70	10	8	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	605	651	NC	5	3	NC	9	5	NC	75	72	NC	11	19
American Indian/Alaskan Native	--	31	4044	--	97	99	--	570	550	--	7	13	--	11	17	--	78	66	--	4	4
White	89	1876	35028	99	100	99	601	609	613	2	4	6	11	9	10	77	80	73	10	8	11
Students with Disabilities	21	433	9625	100	100	100	596	554	530	7	10	21	7	16	21	80	71	55	7	3	4
Students without Disabilities	90	2273	65428	99	97	98	597	610	604	1	4	6	12	9	11	78	79	73	9	8	10
Limited English Proficient Students	NC	194	16765	NC	100	100	NC	529	525	NC	33	17	NC	0	20	NC	67	60	NC	0	2
Migrant Students	--	NC	752	--	--	--	--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	16	687	36077	--	--	--	602	572	566	0	8	10	0	12	16	100	77	69	0	3	5
Non-Economically Disadvantaged	95	2019	38950	--	--	--	596	612	618	2	4	5	13	9	9	75	79	73	10	9	12

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	126	2855	76019	100	100	100	511	503	499	9	9	14	33	39	39	22	16	14	36	35	33
All Students (Prior Year)	113	2885	76230	97	100	100	518	508	498	3	6	12	30	37	38	13	13	12	54	45	37
Female	60	1384	37207	100	100	100	514	504	499	7	8	12	32	40	41	27	18	14	34	34	33
Male	66	1469	38677	100	100	100	508	502	498	11	11	15	34	39	38	17	15	13	38	36	34
African American	NC	129	3817	NC	100	100	NC	484	475	NC	18	23	NC	47	47	NC	13	11	NC	23	18
Hispanic	14	590	29458	100	100	100	504	487	480	23	15	20	15	47	48	31	14	12	31	24	20
Asian/Pacific Islander	NC	80	1673	NC	100	99	NC	524	531	NC	4	4	NC	27	29	NC	20	14	NC	49	53
American Indian/Alaskan Native	--	27	4735	--	100	100	--	484	466	--	8	28	--	54	49	--	17	10	--	21	13
White	103	2018	35880	97	100	100	514	507	515	6	8	7	37	37	32	21	17	16	37	38	45
Students with Disabilities	18	385	9786	100	100	100	460	465	457	25	30	39	56	47	40	13	7	7	6	16	13
Students without Disabilities	108	2470	66233	98	99	99	519	507	503	7	7	11	30	39	39	23	17	14	40	37	35
Limited English Proficient Students	NC	173	15206	NC	100	100	NC	454	459	NC	33	31	NC	53	53	NC	2	7	NC	12	9
Migrant Students	--	NC	745	--	--	--	--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	19	700	35714	--	--	--	468	482	480	21	18	20	58	47	47	16	14	12	5	21	20
Non-Economically Disadvantaged	107	2155	40266	--	--	--	519	509	513	7	7	9	29	37	33	23	17	15	41	39	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	126	2851	76020	100	100	100	512	506	503	19	18	25	17	22	23	43	45	40	21	14	12
All Students (Prior Year)	112	2864	76202	96	99	100	514	508	505	8	13	19	20	23	24	56	52	46	16	13	11
Female	60	1384	37213	100	100	100	517	509	504	17	16	22	12	21	23	48	48	42	22	15	13
Male	66	1465	38666	100	100	100	508	503	501	20	21	29	22	23	22	38	42	38	20	14	12
African American	NC	129	3819	NC	100	100	NC	497	494	NC	30	37	NC	24	26	NC	36	31	NC	10	6
Hispanic	14	589	29442	100	100	99	505	501	494	15	27	37	23	25	26	54	40	31	8	8	6
Asian/Pacific Islander	NC	80	1672	NC	100	99	NC	514	513	NC	11	12	NC	20	19	NC	49	49	NC	20	20
American Indian/Alaskan Native	--	27	4735	--	100	100	--	497	489	--	22	48	--	39	25	--	35	24	--	4	3
White	103	2014	35890	97	100	100	513	508	511	18	16	15	17	22	20	42	46	48	24	16	18
Students with Disabilities	18	383	9784	100	100	100	484	489	485	56	47	58	19	24	19	25	21	19	0	7	4
Students without Disabilities	108	2468	66236	98	98	99	517	508	504	13	15	23	17	22	23	46	47	42	24	15	13
Limited English Proficient Students	NC	173	15198	NC	100	100	NC	481	483	NC	59	59	NC	27	25	NC	14	14	NC	0	1
Migrant Students	--	NC	743	--	--	--	--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	19	700	35703	--	--	--	496	498	494	32	31	37	26	27	26	32	35	31	11	7	6
Non-Economically Disadvantaged	107	2151	40274	--	--	--	515	508	509	16	15	17	15	21	20	45	47	47	23	16	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	126	2854	75673	100	100	100	551	544	530	9	8	12	20	22	25	66	66	58	5	4	4
All Students (Prior Year)	112	2862	74692	96	99	99	513	513	502	8	10	18	24	26	27	63	56	47	6	9	8
Female	60	1384	37099	100	100	100	557	563	548	7	4	8	16	19	22	76	71	64	2	5	6
Male	66	1468	38441	100	100	99	544	527	513	11	12	16	25	24	29	56	60	52	8	3	3
African American	NC	129	3791	NC	100	99	NC	531	506	NC	15	18	NC	18	29	NC	64	50	NC	3	3
Hispanic	14	590	29305	100	100	99	568	528	507	8	10	16	25	27	31	50	59	51	17	3	2
Asian/Pacific Islander	NC	80	1665	NC	100	99	NC	565	573	NC	7	6	NC	17	16	NC	68	67	NC	8	10
American Indian/Alaskan Native	--	27	4707	--	100	100	--	536	492	--	0	19	--	38	33	--	58	46	--	4	1
White	103	2016	35760	97	100	99	548	549	550	8	8	9	21	20	21	67	67	64	3	5	6
Students with Disabilities	18	383	9706	100	100	100	474	485	462	33	26	36	25	32	32	42	40	31	0	2	1
Students without Disabilities	108	2471	65967	98	99	99	559	551	536	7	7	10	20	21	25	68	68	60	6	5	5
Limited English Proficient Students	NC	173	15115	NC	100	100	NC	483	471	NC	19	26	NC	37	38	NC	44	35	NC	0	1
Migrant Students	--	NC	738	--	--	--	--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	19	701	35541	--	--	--	512	523	504	28	14	17	17	23	31	56	61	50	0	2	2
Non-Economically Disadvantaged	107	2153	40091	--	--	--	558	551	550	6	7	9	21	21	21	67	67	64	6	5	6

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	123	3176	75001	100	100	99	487	476	468	14	27	37	53	43	36	25	21	16	8	10	10
All Students (Prior Year)	112	2987	71167	95	99	99	468	468	463	35	32	38	43	47	41	11	15	14	10	6	7
Female	57	1568	36846	100	100	99	489	476	468	7	25	36	56	46	38	28	20	16	9	9	10
Male	66	1600	37974	100	100	99	485	476	467	20	29	39	49	39	34	23	21	16	8	11	11
African American	NC	155	3720	NC	100	98	NC	460	446	NC	43	53	NC	39	33	NC	14	9	NC	4	4
Hispanic	18	634	26675	100	100	98	483	462	448	25	37	52	38	42	34	19	15	10	19	6	4
Asian/Pacific Islander	NC	98	1575	NC	100	99	NC	499	504	NC	14	18	NC	41	33	NC	26	20	NC	19	29
American Indian/Alaskan Native	NC	37	4731	NC	90	98	NC	463	438	NC	38	61	NC	41	30	NC	18	7	NC	3	2
White	93	2237	37785	100	100	99	488	480	482	11	24	25	53	43	39	29	22	21	7	11	15
Students with Disabilities	10	359	8802	100	100	100	483	425	418	0	74	79	80	22	16	20	4	3	0	1	1
Students without Disabilities	113	2817	66199	98	99	99	487	480	472	14	23	34	51	44	38	26	22	17	9	10	11
Limited English Proficient Students	NC	122	11710	NC	100	100	NC	420	429	NC	72	70	NC	28	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	NC	628	29814				NC	458	448	NC	41	53	NC	39	33	NC	14	10	NC	5	4
Non-Economically Disadvantaged	115	2548	45170				487	480	479	13	24	28	53	43	38	25	22	20	9	11	14

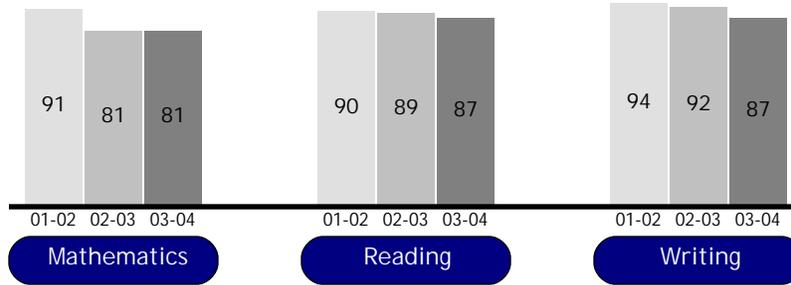
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	3170	74918	100	100	99	518	507	497	16	22	32	15	18	19	46	42	35	23	18	15
All Students (Prior Year)	112	2981	71100	95	99	99	514	510	502	18	17	25	19	19	21	36	46	40	27	18	15
Female	57	1566	36805	100	100	99	527	510	501	11	19	28	11	19	19	49	45	37	30	18	16
Male	66	1599	37936	100	100	99	510	504	493	21	26	35	20	18	18	43	38	33	16	18	14
African American	NC	155	3719	NC	100	98	NC	492	481	NC	35	43	NC	19	21	NC	37	29	NC	8	7
Hispanic	18	634	26645	100	100	98	512	495	478	25	32	46	13	20	20	44	34	27	19	14	6
Asian/Pacific Islander	NC	98	1571	NC	100	99	NC	523	521	NC	16	18	NC	16	15	NC	40	38	NC	28	30
American Indian/Alaskan Native	NC	37	4729	NC	90	98	NC	494	468	NC	34	57	NC	20	19	NC	34	19	NC	11	4
White	93	2236	37773	100	100	99	519	511	511	12	18	20	17	18	18	47	44	41	24	19	21
Students with Disabilities	10	358	8801	100	100	100	502	455	448	20	72	75	40	14	13	40	11	10	0	3	2
Students without Disabilities	113	2812	66117	98	99	99	519	512	501	16	18	28	14	19	19	46	44	37	24	19	16
Limited English Proficient Students	NC	122	11706	NC	100	100	NC	441	454	NC	80	71	NC	18	16	NC	2	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	NC	628	29785				NC	490	477	NC	36	47	NC	23	20	NC	32	26	NC	9	6
Non-Economically Disadvantaged	115	2542	45115				520	511	508	15	19	23	16	17	18	44	44	39	24	20	20

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	122	3170	74503	100	100	99	524	522	491	3	4	9	25	22	32	63	61	51	9	12	8
All Students (Prior Year)	111	2940	69001	94	97	96	511	499	490	13	11	17	27	35	37	56	53	45	5	1	1
Female	57	1566	36686	100	100	99	537	535	506	2	3	5	19	17	29	70	66	57	9	14	9
Male	65	1598	37644	100	100	98	512	509	476	3	6	13	31	28	36	56	56	45	10	10	6
African American	NC	156	3677	NC	100	97	NC	515	475	NC	4	12	NC	24	36	NC	63	46	NC	9	5
Hispanic	18	634	26500	100	100	97	547	510	467	0	6	13	13	27	39	75	56	44	13	11	4
Asian/Pacific Islander	NC	98	1566	NC	100	99	NC	537	537	NC	5	5	NC	18	23	NC	63	55	NC	15	18
American Indian/Alaskan Native	NC	37	4695	NC	90	97	NC	507	464	NC	3	14	NC	29	39	NC	62	44	NC	6	3
White	92	2235	37606	99	100	99	521	526	508	2	4	6	27	21	28	61	63	56	9	12	10
Students with Disabilities	10	359	8662	100	100	100	602	437	409	0	24	37	0	42	42	75	32	20	25	2	1
Students without Disabilities	112	2811	65841	97	99	98	521	530	499	3	3	7	26	21	32	63	64	53	9	13	8
Limited English Proficient Students	NC	122	11608	NC	100	100	NC	453	430	NC	18	23	NC	40	47	NC	40	28	NC	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	NC	629	29587				NC	504	465	NC	6	14	NC	27	40	NC	59	43	NC	7	4
Non-Economically Disadvantaged	114	2541	44898				524	526	507	2	4	7	25	21	28	64	62	55	9	13	10

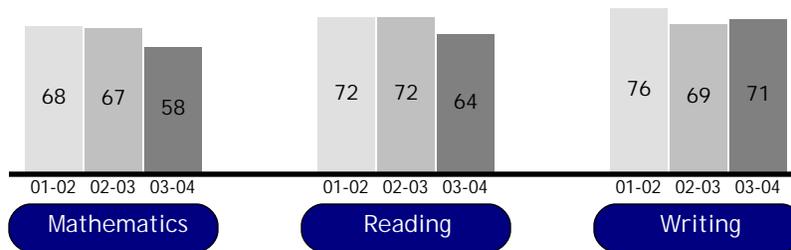
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

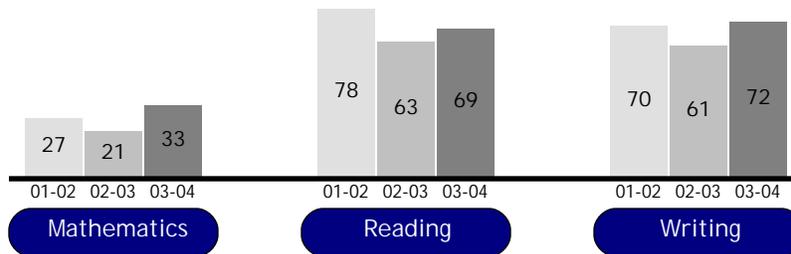
3rd Grade Proficiency



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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	66	58	44	98	70	62	50	100	68	NA	58
	Language	96	63	56	39	99	65	57	43	100	68	60	50
	Mathematics	96	78	68	52	100	82	71	57	100	79	72	64
3	Reading	100	67	55	43	95	67	58	47	100	71	NA	55
	Language	99	74	64	50	93	80	66	54	100	77	70	61
	Mathematics	97	82	65	50	100	82	67	54	100	83	71	61
4	Reading	100	60	59	47	98	74	63	52	97	69	NA	56
	Language	100	58	57	45	94	72	59	48	97	65	60	52
	Mathematics	97	72	66	52	98	83	67	57	98	71	69	61
5	Reading	98	64	55	46	100	67	61	50	100	69	NA	55
	Language	100	61	51	43	97	62	56	46	100	65	56	49
	Mathematics	97	76	63	54	98	72	67	57	100	75	67	63
6	Reading	100	61	60	49	99	69	63	53	98	72	NA	56
	Language	98	61	54	42	99	68	58	45	99	72	60	48
	Mathematics	98	73	70	58	99	80	73	62	99	81	75	66
7	Reading	100	68	60	48	100	70	63	51	98	68	NA	54
	Language	100	72	64	51	95	79	69	54	98	78	67	58
	Mathematics	99	69	68	54	97	73	70	58	99	73	68	62
8	Reading	100	71	61	49	98	65	62	53	99	65	NA	55
	Language	100	75	60	46	95	67	62	49	100	69	64	52
	Mathematics	100	74	67	54	99	69	66	58	100	76	69	61

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

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 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 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	47.50
Other Professional Staff	25.00	Teacher Aide	7.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	9	0	0	0
7 to 9 years	4	0	0	0
10 or more years	19	10	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	49
Core academic classes taught by Highly Qualified (NCLB) teachers.	172
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Technology Lab
- Ü The Blaze Publishing Center
- Ü Library

Extracurricular Activities

- Ü Before/After School Programs
- Ü Sports Program (Grades 7-8)
- Ü National Junior Honor Society
- Ü Yearbook Club
- Ü Renaissance - 7th and 8th
- Ü Student Council

Social Services

- Ü Breakfast/Lunch Program
- Ü After School Program
- Ü Intervention Services
- Ü Crisis Intervention
- Ü Pre-school

ü Raymond S. Kellis Teacher of the Year Award

ü PEEF Grants to support our literacy and volunteer programs.

ü Apache Habitat Under Gardianship (AHUG) opens to school and community.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	71	75
Grades 3-4	74	58
Grades 4-5	63	63
Grades 5-6	76	84
Grades 6-7	71	61
Grades 7-8	63	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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

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

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

DEFINITIONS:

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

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

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

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. 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

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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

Total cost of printing: 16 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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