



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9880 N 77th Ave, Peoria, AZ 85345

Peoria Unified School District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. Robert Miller
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-8
 2005 Enrollment : 833
 Web Address : santafe.peoriaud.k12.az.us
 Phone Number : (623) 486-6475
 Fax Number : (623) 486-6487
 E-mail : rmiller@peoriaud.k12.az.us

Mission

At Santa Fe Elementary we assist and encourage our students to become excellent readers, writers, thinkers and problem solvers.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- Our desire at Santa Fe Elementary is that every student will show growth in reading at the of the school year.
- Continue to cultivate an environment that prepares students to become excellent readers, writers, thinkers and problem solvers.

Enrollment

October 1, 2004 School Year Student Enrollment : 837
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 108

Instructional Programs

- ü 3- & 4-year-olds Preschool
- ü After School Tutoring/Enrichment Classes
- ü Title I Services in Reading
- ü Kindergarten Enrichment for Half-day
- ü English Acquisition Classes
- ü Gifted & Talented Program
- ü Technology & Careers

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our role at Santa Fe Elementary is to educate students by setting goals and expectations. Secondly, we strive to provide excellent customer service and communication with parents, students and community.

Parents

Santa Fe Elementary encourages parents to ensure regular attendance, support academics, and volunteer in any capacity. We continue to strengthen our relationship between the home and school to work as a team in educating our students.

Transportation Policy

Transportation is provided for all students that live across major streets near the school, yet within the Santa Fe attendance boundary. This includes students that live north of Peoria Avenue and/or east of 75th Avenue.

School Honors

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

Award/Honor	Year
ü High Five & Challenger Space Center Grants	2004
ü Pride of Peoria Winner	2004
ü Wal-Mart Teacher of the Year	2004
ü Wells Fargo and Xerox Grant for Wax Museum Project	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	93	2834	79306	99	100	99	458	448	445	5	7	10	8	15	18	64	57	51	24	20	20
All Students (Prior Year)	87	2724	75509	99	100	100	518	529	521	14	8	13	19	21	23	42	35	33	25	35	31
Female	45	1346	38691	100	100	99	454	453	446	5	6	10	5	14	18	69	60	52	21	20	20
Male	48	1488	40583	98	100	99	461	443	445	4	8	11	11	17	18	59	55	50	26	20	21
African American	NC	150	4041	NC	97	99	NC	431	426	NC	10	17	NC	23	23	NC	58	50	NC	10	10
Hispanic	39	655	32869	98	99	99	449	428	429	11	12	15	8	22	25	61	57	51	21	9	10
Asian/Pacific Islander	NC	85	1935	NC	98	99	NC	460	474	NC	4	3	NC	15	9	NC	51	48	NC	29	40
American Indian/Alaskan Native	--	46	4264	--	100	100	--	419	419	--	8	19	--	35	30	--	48	45	--	10	6
White	51	1898	36197	100	100	99	466	455	463	0	6	5	9	12	11	64	58	53	28	24	31
Students with Disabilities	NC	435	10321	NC	100	100	NC	391	389	NC	23	30	NC	27	27	NC	40	34	NC	10	9
Students without Disabilities	85	2404	69060	99	98	98	461	458	454	1	4	7	9	13	17	66	61	54	24	22	22
Limited English Proficient Students	19	226	15509	95	100	100	438	356	406	16	23	20	11	29	30	58	41	45	16	6	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	42	569	39415	93	85	96	457	439	431	5	13	15	10	17	25	60	58	50	26	12	10
Non-Economically Disadvantaged	51	2270	39966	100	100	100	459	450	459	4	6	6	7	15	12	67	57	52	22	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	93	2834	79395	99	0	99	456	458	446	3	4	9	24	18	25	65	64	55	8	13	11
All Students (Prior Year)	88	2724	75492	100	100	100	521	525	519	8	7	12	21	15	16	48	51	47	23	27	24
Female	45	1346	38743	100	0	100	462	469	451	2	3	7	17	14	24	71	68	57	10	16	12
Male	48	1488	40618	98	0	99	450	448	440	4	6	11	30	22	27	59	61	53	7	12	9
African American	NC	150	4052	NC	0	100	NC	449	434	NC	5	11	NC	21	29	NC	66	54	NC	8	6
Hispanic	39	655	32915	98	0	99	447	439	426	5	8	15	32	25	35	61	61	47	3	6	4
Asian/Pacific Islander	NC	85	1936	NC	0	99	NC	465	468	NC	3	3	NC	13	14	NC	64	63	NC	21	19
American Indian/Alaskan Native	--	46	4271	--	0	100	--	435	420	--	3	15	--	35	42	--	38	41	--	25	2
White	51	1898	36221	100	0	99	464	465	465	2	3	4	19	15	15	66	66	63	13	16	17
Students with Disabilities	NC	435	10331	NC	0	100	NC	400	388	NC	15	25	NC	34	37	NC	43	34	NC	8	4
Students without Disabilities	85	2404	69139	99	0	99	457	469	454	2	2	7	23	15	24	67	68	58	7	14	11
Limited English Proficient Students	19	226	15545	95	0	100	430	358	399	5	15	21	47	42	42	47	41	35	0	2	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	42	569	39484	93	0	96	447	449	429	5	8	14	29	24	35	62	61	47	5	7	4
Non-Economically Disadvantaged	51	2270	39986	100	0	100	464	460	461	2	3	4	20	16	16	67	65	63	11	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	92	2826	78869	98	100	99	443	453	442	10	3	6	13	17	21	70	70	63	7	10	10
All Students (Prior Year)	88	2706	75053	100	100	99	616	603	597	0	5	7	8	10	12	83	78	72	8	7	9
Female	45	1343	38536	100	100	99	466	474	458	5	1	4	10	9	15	76	75	67	10	14	14
Male	47	1483	40302	96	100	99	421	435	428	16	5	8	16	23	26	64	66	60	4	6	7
African American	NC	149	4015	NC	96	99	NC	443	430	NC	3	8	NC	17	24	NC	71	61	NC	9	7
Hispanic	39	651	32606	98	99	98	432	439	426	13	4	8	16	22	27	68	68	60	3	6	5
Asian/Pacific Islander	NC	85	1925	NC	98	99	NC	464	471	NC	1	3	NC	10	11	NC	73	64	NC	15	22
American Indian/Alaskan Native	--	46	4245	--	100	100	--	435	423	--	0	9	--	23	26	--	65	61	--	13	4
White	50	1895	36078	98	100	99	449	458	459	9	3	4	11	15	16	70	71	66	11	11	14
Students with Disabilities	NC	435	10246	NC	100	100	NC	386	367	NC	8	18	NC	37	39	NC	48	40	NC	7	4
Students without Disabilities	84	2396	68697	98	98	98	447	466	454	7	2	4	14	13	18	73	74	67	6	11	11
Limited English Proficient Students	19	224	15339	95	100	100	409	359	399	21	9	11	26	33	31	47	54	54	5	4	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	42	567	39106	93	85	95	442	444	427	10	4	8	12	22	28	76	68	59	2	5	5
Non-Economically Disadvantaged	50	2264	39837	100	100	100	444	456	457	11	3	4	13	15	14	64	71	67	11	11	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	2918	78906	99	100	99	533	507	498	1	10	13	17	16	19	45	48	48	37	26	20
All Students (Prior Year)	104	2855	76019	100	100	100	497	503	499	12	9	14	41	39	39	12	16	14	35	35	33
Female	44	1425	38644	100	99	99	540	508	500	3	9	12	8	16	19	50	49	49	39	25	19
Male	48	1492	40236	98	100	99	527	507	497	0	11	15	24	16	19	41	46	46	35	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	55	653	31938	98	100	99	519	488	481	0	17	19	22	21	25	52	45	46	26	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	--	41	4593	--	100	100	--	476	467	--	14	26	--	22	29	--	46	39	--	19	6
White	33	1993	36483	100	100	99	555	515	517	3	8	7	10	14	13	32	49	51	55	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	85	2507	68310	98	98	98	536	519	509	1	7	9	17	14	18	43	51	51	39	29	22
Limited English Proficient Students	11	182	12573	92	100	100	508	403	454	0	30	27	27	22	30	55	43	38	18	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	35	573	38679	90	87	96	523	493	483	0	17	20	20	23	25	51	45	45	29	15	10
Non-Economically Disadvantaged	57	2347	40295	100	100	100	541	511	513	2	9	7	14	14	13	41	49	50	43	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	92	2919	78908	99	0	99	489	492	484	6	6	10	21	18	23	64	65	58	8	11	9
All Students (Prior Year)	104	2851	76020	100	100	100	501	506	503	23	18	25	21	22	23	49	45	40	7	14	12
Female	44	1426	38648	100	0	99	501	497	489	3	4	8	13	14	22	74	69	61	11	12	10
Male	48	1492	40233	98	0	99	480	487	479	9	8	12	28	21	25	57	61	55	7	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	55	653	31940	98	0	99	474	473	465	10	11	16	32	27	32	54	57	49	4	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	--	41	4569	--	0	100	--	464	457	--	11	18	--	16	39	--	65	41	--	8	2
White	33	1994	36502	100	0	99	512	499	502	0	4	4	6	15	14	77	67	67	16	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	85	2506	68312	98	0	98	491	503	493	5	4	7	21	15	21	65	69	62	9	12	10
Limited English Proficient Students	11	182	12556	92	0	100	451	389	436	9	20	24	64	37	40	27	41	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	35	574	38662	90	0	96	485	481	468	9	9	16	29	29	32	51	57	49	11	5	3
Non-Economically Disadvantaged	57	2347	40315	100	0	100	493	495	498	4	5	5	16	15	15	73	67	66	6	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	92	2920	78750	99	100	99	502	512	500	2	3	6	36	22	29	62	72	63	0	3	2
All Students (Prior Year)	104	2854	75673	100	100	100	514	544	530	11	8	12	27	22	25	61	66	58	1	4	4
Female	44	1427	38586	100	99	99	506	524	515	5	2	4	21	15	22	74	79	71	0	3	3
Male	48	1492	40135	98	100	99	498	499	486	0	4	8	48	29	35	52	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	55	654	31841	98	100	99	498	500	483	2	4	8	40	29	36	58	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	--	41	4586	--	100	100	--	485	481	--	8	8	--	16	37	--	76	54	--	0	1
White	33	1994	36440	100	100	99	508	517	516	3	3	3	29	20	22	68	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	85	2508	68196	98	98	98	505	524	513	1	2	3	36	18	25	62	77	69	0	3	3
Limited English Proficient Students	11	183	12504	92	100	100	476	410	451	0	8	12	73	38	44	27	51	43	0	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	35	574	38558	90	88	96	501	498	485	3	6	8	37	29	37	60	65	54	0	1	1
Non-Economically Disadvantaged	57	2348	40260	100	100	100	502	515	514	2	3	3	35	20	21	63	74	72	0	3	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	3236	78250	100	100	99	551	558	548	14	13	21	21	17	18	53	57	48	11	13	13
All Students (Prior Year)	115	3176	75001	100	100	99	471	476	468	23	27	37	60	43	36	15	21	16	3	10	10
Female	49	1575	38071	100	100	99	550	558	549	17	11	20	19	17	19	51	59	49	13	13	12
Male	47	1658	40126	100	100	99	552	558	547	12	15	23	23	16	17	56	56	46	9	13	14
African American	10	174	4058	100	98	99	538	544	523	22	15	32	11	24	22	67	57	41	0	4	5
Hispanic	45	686	29129	100	100	99	548	543	527	19	19	32	17	23	23	50	50	40	14	9	6
Asian/Pacific Islander	--	101	1747	--	100	100	--	586	589	--	5	9	--	7	9	--	64	50	--	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	40	2233	38320	100	100	99	558	563	568	8	11	12	29	15	14	53	59	55	11	15	19
Students with Disabilities	NC	371	9329	NC	100	100	NC	459	454	NC	58	64	NC	20	18	NC	20	16	NC	2	2
Students without Disabilities	88	2867	68996	97	99	99	552	570	561	12	7	16	23	16	18	53	62	52	12	14	14
Limited English Proficient Students	NC	147	10133	NC	100	100	NC	440	488	NC	31	45	NC	27	25	NC	41	28	NC	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	28	556	33388	93	90	94	566	546	530	11	20	32	14	22	22	61	50	40	14	8	5
Non-Economically Disadvantaged	68	2682	44937	100	100	100	545	561	561	16	11	13	24	16	15	50	59	54	10	14	18

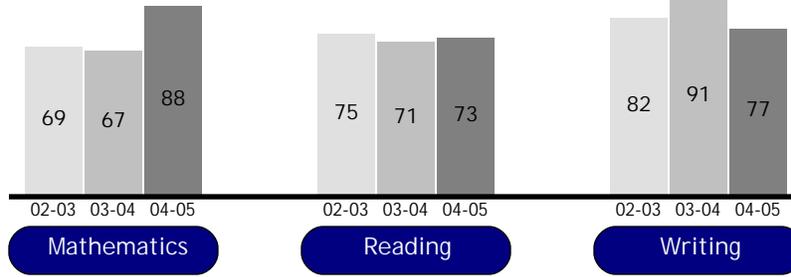
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	3238	78302	100	0	99	510	524	512	8	7	11	33	19	25	54	68	57	4	7	7
All Students (Prior Year)	115	3170	74918	100	100	99	503	507	497	21	22	32	17	18	19	52	42	35	9	18	15
Female	49	1575	38082	100	0	99	519	528	518	4	4	8	30	17	24	60	72	61	6	7	7
Male	47	1660	40166	100	0	99	501	520	507	12	9	14	37	21	26	49	64	54	2	7	6
African American	10	174	4064	100	0	100	522	522	498	0	6	14	33	19	29	67	71	54	0	5	3
Hispanic	45	686	29152	100	0	99	513	510	492	5	12	17	40	25	34	45	58	46	10	5	2
Asian/Pacific Islander	--	101	1746	--	0	100	--	545	542	--	1	5	--	13	13	--	77	66	--	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	40	2234	38347	100	0	99	506	528	531	13	5	5	24	17	17	63	70	68	0	7	10
Students with Disabilities	NC	371	9353	NC	0	100	NC	438	429	NC	33	40	NC	35	38	NC	31	22	NC	1	1
Students without Disabilities	88	2869	69024	97	0	99	512	535	524	8	3	7	31	17	23	55	72	62	5	7	7
Limited English Proficient Students	NC	147	10140	NC	0	100	NC	407	451	NC	20	28	NC	39	43	NC	39	29	NC	1	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	28	556	33398	93	0	94	510	511	495	7	12	18	43	28	35	43	58	46	7	3	2
Non-Economically Disadvantaged	68	2684	44979	100	0	100	511	527	525	8	5	6	29	17	18	60	70	66	3	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	95	3229	78094	99	100	99	545	561	545	4	2	3	13	11	18	82	86	77	0	2	2
All Students (Prior Year)	116	3170	74503	100	100	99	525	522	491	2	4	9	18	22	32	69	61	51	11	12	8
Female	49	1573	38025	100	100	99	557	569	558	0	1	2	11	6	13	89	91	82	0	2	2
Male	46	1653	40013	98	99	99	531	552	534	10	3	5	17	15	23	74	81	71	0	1	1
African American	10	173	4037	100	97	99	544	555	532	0	2	4	33	15	22	67	82	73	0	1	1
Hispanic	44	685	29068	98	100	99	550	547	523	2	3	5	20	17	27	78	80	67	0	1	1
Asian/Pacific Islander	--	101	1743	--	100	100	--	588	577	--	0	2	--	4	9	--	91	82	--	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	40	2228	38265	100	100	99	540	564	564	8	1	2	3	9	11	89	88	84	0	2	3
Students with Disabilities	NC	369	9275	NC	100	100	NC	459	444	NC	9	14	NC	39	46	NC	51	39	NC	1	1
Students without Disabilities	87	2862	68892	96	99	98	548	573	559	4	1	2	12	7	14	84	90	82	0	2	2
Limited English Proficient Students	NC	147	10084	NC	100	100	NC	431	474	NC	8	10	NC	28	39	NC	63	50	NC	1	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	28	556	33296	93	90	94	551	547	527	0	2	5	25	19	27	75	78	67	0	1	0
Non-Economically Disadvantaged	67	2675	44871	100	100	100	543	564	559	7	2	2	8	9	12	85	88	84	0	2	3

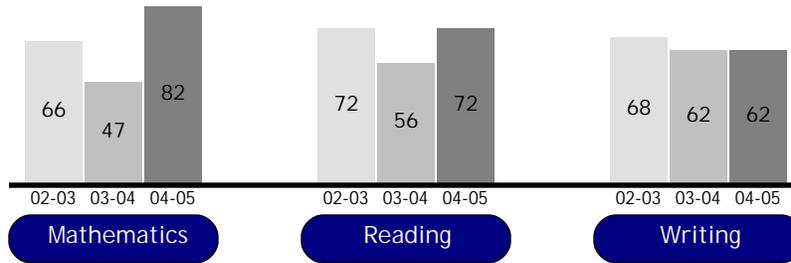
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

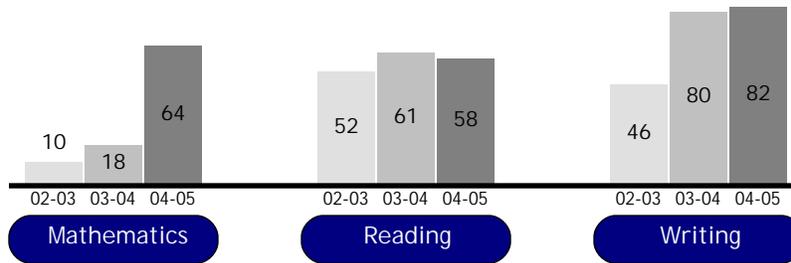
3rd Grade Proficiency



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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	56	62	50	93	65	NA	58	100	51	53	47
	Language	100	50	57	43	95	54	60	50	100	55	53	47
	Mathematics	100	74	71	57	96	80	72	64	100	59	53	50
3	Reading	100	58	58	47	98	61	NA	55	99	45	52	44
	Language	100	71	66	54	97	72	70	61	99	42	50	44
	Mathematics	100	71	67	54	97	65	71	61	99	56	55	51
4	Reading	100	58	63	52	99	61	NA	56	98	43	54	48
	Language	100	55	59	48	99	62	60	52	98	44	55	49
	Mathematics	100	63	67	57	99	73	69	61	98	51	58	53
5	Reading	99	58	61	50	100	49	NA	55	99	51	56	50
	Language	99	57	56	46	100	49	56	49	99	51	56	50
	Mathematics	100	66	67	57	100	62	67	63	99	57	52	49
6	Reading	99	56	63	53	100	60	NA	56	100	49	58	51
	Language	100	51	58	45	100	57	60	48	100	44	55	47
	Mathematics	100	80	73	62	100	63	75	66	100	54	59	52
7	Reading	100	56	63	51	97	54	NA	54	99	62	59	50
	Language	98	56	69	54	97	63	67	58	99	64	62	52
	Mathematics	100	77	70	58	97	68	68	62	100	58	57	50
8	Reading	99	57	62	53	97	57	NA	55	100	50	58	51
	Language	97	57	62	49	97	64	64	52	100	47	56	50
	Mathematics	99	56	66	58	97	63	69	61	100	54	59	53

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

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

School Site Council

Council Composition

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

Council Duties

- Ü School/Business/Community Partnerships
- Ü Parent/Educator Relations
- Ü School Climate
- Ü School Safety Issues
- Ü Positive Incentives for Students
- Ü Volunteers

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	47.50
Other Professional Staff	4.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	4	0	0
4 to 6 years	4	2	0	0
7 to 9 years	6	5	0	0
10 or more years	8	16	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	138
Teachers with Emergency Certificaton.	7
Percent of teachers in the school with Emergency/Provisional Certification	14%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Technology Classroom
- Ü Computer Lab
- Ü Learning Center

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Yearbook Club
- Ü 7-8 Grade Athletics
- Ü Future Teachers
- Ü Chorus (Grades 5-8)
- Ü Band (Grades 5-8)

Social Services

- Ü Truancy Program
- Ü Before/After School Program
- Ü Health Services
- Ü Community Preschool Partnership
- Ü On-Site Dental Program
- Ü Free and Reduced Breakfast and Lunch

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Teachers in grades K-3 provided differentiated group instruction in reading. The flexible groups allowed students to be challenged and successful based on their ability. The strategies will be expanded to grades 4-8 this year.
- ü Technology was a key part of 4 our classrooms. Students used laptop computers, a Smart board and hands-on materials to enhance instruction. Two more classes will be added this year. Other teachers on campus use technology as a teaching tool.
- ü Data analysis guided the development of performance goals for the teachers and the school. AIMS DPA/Terra Nova and reading assessment data are used to meet student needs in reading and math. Academic goals were met in each grade level.
- ü Teachers in grades K-3 started on-line training with the Arizona Reading Academy. This program, sponsored by the Arizona Department of Education, provided information and training on teaching literacy.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	23	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	1	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

Students are supervised at all times, including before and after school to reduce safety concerns. All visitors are required to sign in at the front office. The use of walkie-talkies during the day keeps the office alert to any problems on campus. The maintenance staff works out on our campus throughout the day. New locks were placed on all exterior doors allowing them to be secured from the inside. Fire and evacuation drills are conducted throughout the year. A security system was installed.

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) :

4

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	Robert Miller	(623) 486-6475
Transportation Policy	Larry Fahy	(623) 486-6167
Community Resources	Mary Laughlin	(623) 486-6494
School Nutrition Programs	Helen Grissom	(623) 486-6475
Parent Organization	Christina Hite	(623) 486-6475
Student Health/Nurse	Sandy Kanitsch	(623) 486-6479

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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