



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7880 W Greenway Rd, Peoria, AZ 85381

Peoria Unified School District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Mary Hoefner
Schedule : 8:15 AM to 4:00 PM
Grades : Pre-K-8
2004 Enrollment : 832
Web Address : peoriaud.k12.az.us
Phone Number : (623) 412-5075
Fax Number : (623) 412-5084
E-mail : mhoefner@peoriaud.k12.az.us

Mission

The mission of Paseo Verde Elementary School is to work in partnership with parents and community to empower each student to become a responsible, contributing member of society.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Not 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

- To increase student achievement in reading, math and language, teachers will be provided professional development opportunities.
To promote and provide a safe environment for students, staff and community.

Enrollment

October 1, 2003 School Year Student Enrollment : 936
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 113

Instructional Programs

- Ü Regular Full-day Classes
- Ü On-site Special Education
- Ü Gifted
- Ü Communication Disorder Classroom

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

All Paseo Verde employees have a responsibility to provide all students with the best learning environment. In addition to providing a safe, and attractive school campus, the school maintains high parent involvement and strong two-way communication.

Parents

Parents act in partnership with the school by membership in the PTSSO; encouraging good attendance; monitoring students' homework; modeling positive attitudes toward learning and respectful behavior; attending school activities and volunteering.

Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary beyond the designated walking zone of Paseo Verde Elementary School, as well as when noted in the student's IEP.

School Honors

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

Award/Honor	Year
Ü Pride of Peoria Award Winners	2004
Ü Local Wal-Mart Teacher of the Year Recipient	2002
Ü District Sports Championships Volleyball and Basketball	2002
Ü Two Intel Teachers Teach to the Future 2001 Awards	2001

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	92	2724	75509	100	100	100	534	529	521	5	8	13	21	21	23	30	35	33	43	35	31
All Students (Prior Year)	97	2731	75372	97	100	100	536	529	523	1	5	9	20	23	25	45	41	36	34	31	30
Female	53	1318	37013	100	100	100	531	529	522	8	8	12	26	22	24	23	36	33	43	34	31
Male	39	1406	38430	100	100	99	537	530	521	3	9	14	13	21	22	41	35	33	44	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	19	582	30486	100	100	99	528	514	505	5	12	18	26	30	29	32	33	32	37	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	65	1886	35192	100	100	99	534	534	534	6	7	8	20	19	19	29	37	35	45	38	39
Students with Disabilities	11	438	9708	100	100	100	527	506	489	27	20	32	0	27	27	18	32	24	55	22	17
Students without Disabilities	81	2286	65801	99	98	98	535	533	525	2	7	11	23	21	23	32	36	34	42	37	33
Limited English Proficient Students	--	194	16928	--	100	100	--	465	485	--	50	29	--	50	33	--	0	26	--	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	16	693	36411				519	509	503	6	14	19	44	31	29	19	34	32	31	21	20
Non-Economically Disadvantaged	76	2031	39040				537	535	534	5	6	8	16	19	19	33	36	34	46	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	92	2724	75492	100	100	100	534	525	519	2	7	12	9	15	16	51	51	47	38	27	24
All Students (Prior Year)	94	2716	75221	94	99	100	535	526	523	1	5	8	9	15	16	65	60	56	24	20	21
Female	53	1319	37014	100	100	100	531	528	523	2	6	10	13	13	15	45	50	48	40	30	27
Male	39	1405	38400	100	100	99	538	522	516	3	8	14	3	17	17	59	52	47	36	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	19	582	30438	100	100	99	535	516	508	5	10	17	5	21	21	58	52	47	32	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	65	1887	35177	100	100	99	534	528	528	2	6	8	11	13	13	46	50	49	42	30	31
Students with Disabilities	11	439	9707	100	100	100	529	508	495	9	17	33	9	23	21	36	43	33	45	17	13
Students without Disabilities	81	2285	65785	99	98	98	535	527	522	1	6	10	9	14	16	53	52	49	37	28	26
Limited English Proficient Students	--	195	16905	--	100	100	--	474	489	--	67	34	--	0	28	--	33	32	--	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	16	692	36302				521	514	507	6	12	18	13	22	21	56	51	46	25	15	14
Non-Economically Disadvantaged	76	2032	39164				537	528	528	1	6	8	8	13	13	50	51	48	41	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	91	2706	75053	99	100	99	626	603	597	5	5	7	7	10	12	76	78	72	12	7	9
All Students (Prior Year)	94	2701	73654	94	99	99	535	533	530	2	5	9	8	11	13	85	78	70	5	6	7
Female	53	1310	36872	100	99	99	643	624	621	6	3	5	2	7	9	79	81	74	13	10	12
Male	38	1396	38109	97	100	99	603	583	573	5	6	10	13	13	14	71	76	69	11	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	19	578	30235	100	99	98	629	594	575	5	5	9	11	13	14	74	74	70	11	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	64	1876	35028	98	100	99	622	609	613	6	4	6	6	9	10	75	80	73	13	8	11
Students with Disabilities	10	433	9625	100	100	100	633	554	530	0	10	21	0	16	21	80	71	55	20	3	4
Students without Disabilities	81	2273	65428	99	97	98	625	610	604	6	4	6	7	9	11	75	79	73	11	8	10
Limited English Proficient Students	--	194	16765	--	100	100	--	529	525	--	33	17	--	0	20	--	67	60	--	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	16	687	36077				589	572	566	19	8	10	0	12	16	69	77	69	13	3	5
Non-Economically Disadvantaged	75	2019	38950				634	612	618	3	4	5	8	9	9	77	79	73	12	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	115	2855	76019	100	100	100	510	503	499	8	9	14	30	39	39	22	16	14	40	35	33
All Students (Prior Year)	103	2885	76230	100	100	100	517	508	498	2	6	12	41	37	38	7	13	12	49	45	37
Female	49	1384	37207	100	100	100	511	504	499	8	8	12	29	40	41	22	18	14	41	34	33
Male	66	1469	38677	100	100	100	510	502	498	8	11	15	31	39	38	22	15	13	39	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	21	590	29458	100	100	100	507	487	480	5	15	20	35	47	48	30	14	12	30	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	87	2018	35880	100	100	100	510	507	515	10	8	7	29	37	32	20	17	16	41	38	45
Students with Disabilities	22	385	9786	100	100	100	465	465	457	40	30	39	27	47	40	0	7	7	33	16	13
Students without Disabilities	93	2470	66233	100	99	99	518	507	503	3	7	11	30	39	39	26	17	14	41	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	11	700	35714				493	482	480	10	18	20	40	47	47	30	14	12	20	21	20
Non-Economically Disadvantaged	104	2155	40266				512	509	513	8	7	9	29	37	33	21	17	15	42	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	115	2851	76020	100	100	100	510	506	503	16	18	25	17	22	23	49	45	40	19	14	12
All Students (Prior Year)	101	2864	76202	100	99	100	508	508	505	8	13	19	23	23	24	60	52	46	10	13	11
Female	49	1384	37213	100	100	100	514	509	504	10	16	22	12	21	23	57	48	42	20	15	13
Male	66	1465	38666	100	100	100	508	503	501	20	21	29	20	23	22	42	42	38	17	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	21	589	29442	100	100	99	504	501	494	10	27	37	25	25	26	60	40	31	5	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	87	2014	35890	100	100	100	512	508	511	18	16	15	12	22	20	50	46	48	20	16	18
Students with Disabilities	22	383	9784	100	100	100	480	489	485	67	47	58	7	24	19	20	21	19	7	7	4
Students without Disabilities	93	2468	66236	100	98	99	515	508	504	8	15	23	18	22	23	54	47	42	20	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	11	700	35703				495	498	494	20	31	37	50	27	26	30	35	31	0	7	6
Non-Economically Disadvantaged	104	2151	40274				512	508	509	15	15	17	13	21	20	51	47	47	20	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	115	2854	75673	100	100	100	550	544	530	9	8	12	20	22	25	60	66	58	10	4	4
All Students (Prior Year)	100	2862	74692	100	99	99	519	513	502	4	10	18	26	26	27	58	56	47	11	9	8
Female	49	1384	37099	100	100	100	598	563	548	0	4	8	8	19	22	76	71	64	16	5	6
Male	66	1468	38441	100	100	99	510	527	513	17	12	16	31	24	29	47	60	52	5	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	21	590	29305	100	100	99	552	528	507	5	10	16	20	27	31	65	59	51	10	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	87	2016	35760	100	100	99	549	549	550	10	8	9	21	20	21	61	67	64	9	5	6
Students with Disabilities	22	383	9706	100	100	100	471	485	462	33	26	36	33	32	32	27	40	31	7	2	1
Students without Disabilities	93	2471	65967	100	99	99	562	551	536	5	7	10	18	21	25	66	68	60	11	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	11	701	35541				535	523	504	0	14	17	40	23	31	50	61	50	10	2	2
Non-Economically Disadvantaged	104	2153	40091				551	551	550	10	7	9	18	21	21	61	67	64	10	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	144	3176	75001	100	100	99	490	476	468	20	27	37	39	43	36	28	21	16	13	10	10
All Students (Prior Year)	154	2987	71167	100	99	99	480	468	463	18	32	38	55	47	41	18	15	14	9	6	7
Female	68	1568	36846	100	100	99	486	476	468	22	25	36	36	46	38	30	20	16	12	9	10
Male	76	1600	37974	100	100	99	494	476	467	17	29	39	42	39	34	27	21	16	14	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	29	634	26675	100	100	98	472	462	448	30	37	52	44	42	34	22	15	10	4	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	--	37	4731	--	90	98	--	463	438	--	38	61	--	41	30	--	18	7	--	3	2
White	102	2237	37785	100	100	99	497	480	482	17	24	25	36	43	39	29	22	21	17	11	15
Students with Disabilities	16	359	8802	100	100	100	425	425	418	73	74	79	18	22	16	9	4	3	0	1	1
Students without Disabilities	128	2817	66199	100	99	99	496	480	472	15	23	34	41	44	38	30	22	17	14	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	16	628	29814				471	458	448	33	41	53	27	39	33	33	14	10	7	5	4
Non-Economically Disadvantaged	128	2548	45170				493	480	479	18	24	28	41	43	38	28	22	20	14	11	14

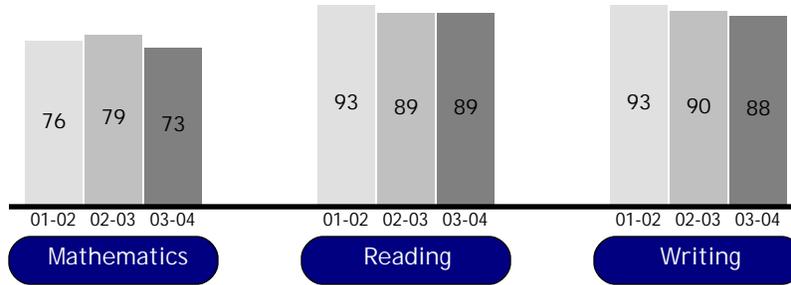
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	3170	74918	100	100	99	522	507	497	14	22	32	12	18	19	47	42	35	26	18	15
All Students (Prior Year)	153	2981	71100	100	99	99	519	510	502	9	17	25	16	19	21	53	46	40	21	18	15
Female	68	1566	36805	100	100	99	520	510	501	16	19	28	13	19	19	48	45	37	22	18	16
Male	76	1599	37936	100	100	99	523	504	493	13	26	35	11	18	18	46	38	33	30	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	29	634	26645	100	100	98	500	495	478	26	32	46	11	20	20	52	34	27	11	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	--	37	4729	--	90	98	--	494	468	--	34	57	--	20	19	--	34	19	--	11	4
White	102	2236	37773	100	100	99	529	511	511	10	18	20	12	18	18	47	44	41	30	19	21
Students with Disabilities	16	358	8801	100	100	100	468	455	448	55	72	75	18	14	13	27	11	10	0	3	2
Students without Disabilities	128	2812	66117	100	99	99	527	512	501	11	18	28	12	19	19	49	44	37	28	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	16	628	29785				508	490	477	27	36	47	20	23	20	27	32	26	27	9	6
Non-Economically Disadvantaged	128	2542	45115				524	511	508	13	19	23	11	17	18	50	44	39	26	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	144	3170	74503	100	100	99	530	522	491	1	4	9	24	22	32	61	61	51	14	12	8
All Students (Prior Year)	149	2940	69001	100	97	96	520	499	490	2	11	17	24	35	37	69	53	45	4	1	1
Female	68	1566	36686	100	100	99	545	535	506	1	3	5	18	17	29	61	66	57	19	14	9
Male	76	1598	37644	100	100	98	515	509	476	1	6	13	30	28	36	61	56	45	8	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	29	634	26500	100	100	97	533	510	467	4	6	13	22	27	39	56	56	44	19	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	--	37	4695	--	90	97	--	507	464	--	3	14	--	29	39	--	62	44	--	6	3
White	102	2235	37606	100	100	99	531	526	508	1	4	6	24	21	28	61	63	56	14	12	10
Students with Disabilities	16	359	8662	100	100	100	453	437	409	18	24	37	36	42	42	45	32	20	0	2	1
Students without Disabilities	128	2811	65841	100	99	98	536	530	499	0	3	7	23	21	32	62	64	53	15	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	16	629	29587				518	504	465	0	6	14	40	27	40	47	59	43	13	7	4
Non-Economically Disadvantaged	128	2541	44898				531	526	507	2	4	7	22	21	28	63	62	55	14	13	10

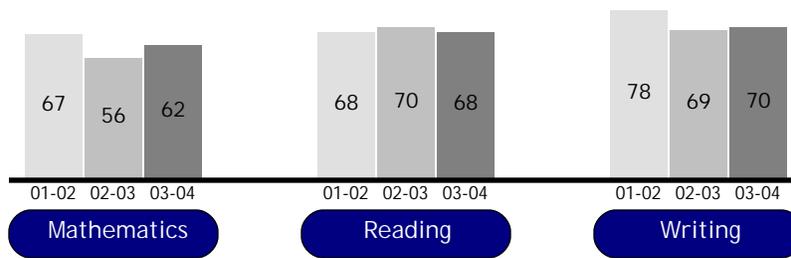
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

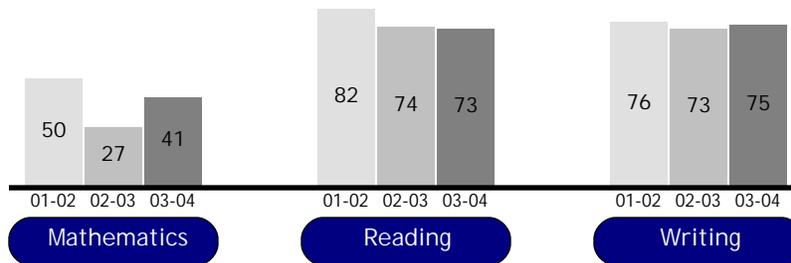
3rd Grade Proficiency



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	99	66	58	44	99	71	62	50	97	74	NA	58
	Language	98	71	56	39	100	71	57	43	98	70	60	50
	Mathematics	98	80	68	52	100	79	71	57	98	82	72	64
3	Reading	98	64	55	43	100	64	58	47	100	73	NA	55
	Language	98	76	64	50	99	73	66	54	100	80	70	61
	Mathematics	96	75	65	50	100	74	67	54	100	75	71	61
4	Reading	96	58	59	47	100	76	63	52	99	75	NA	56
	Language	95	61	57	45	98	72	59	48	99	71	60	52
	Mathematics	96	75	66	52	100	80	67	57	100	83	69	61
5	Reading	98	60	55	46	99	64	61	50	100	70	NA	55
	Language	97	60	51	43	97	59	56	46	100	69	56	49
	Mathematics	96	72	63	54	99	75	67	57	100	73	67	63
6	Reading	95	70	60	49	99	71	63	53	100	69	NA	56
	Language	95	65	54	42	97	68	58	45	100	66	60	48
	Mathematics	94	78	70	58	99	79	73	62	100	81	75	66
7	Reading	99	71	60	48	99	71	63	51	100	66	NA	54
	Language	99	72	64	51	97	76	69	54	100	74	67	58
	Mathematics	98	77	68	54	99	79	70	58	100	73	68	62
8	Reading	98	72	61	49	99	72	62	53	100	70	NA	55
	Language	98	80	60	46	96	77	62	49	100	72	64	52
	Mathematics	97	84	67	54	100	80	66	58	100	80	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

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

Council Duties

- Ü School Safety Issues
- Ü Community Concerns
- Ü Student Achievement
- Ü School Improvement Goals
- Ü Student Discipline/Dress Code Policies
- Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	50.50
Other Professional Staff	6.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	5	1	0	0
7 to 9 years	3	2	0	0
10 or more years	18	22	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	39
Core academic classes taught by Highly Qualified (NCLB) teachers.	138
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü K-8th Grade Computer Labs
- Ü Intel and Tech. Demonstration Classrooms

Extracurricular Activities

- Ü Sports Teams
- Ü Various Clubs Including Homework Center
- Ü Student Council
- Ü National Junior Honor Society

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Health Services
- Ü Before/After School Care Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Consistently score above national and state averages on Stanford 9 tests each year.

- ü Consistently move more students toward meeting/exceeding the Standards on AIMS (Arizona's Instrument to Measure Standards) in grades 3, 5 and 8.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	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	52	58
Grades 3-4	80	83
Grades 4-5	52	50
Grades 5-6	74	79
Grades 6-7	67	68
Grades 7-8	71	82

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

Having a safe school is the priority. In addition to legally mandated fire drills, we conduct crisis drills and safety committee meetings. To improve campus security, employees wear badges, visitors sign in at the office and wear visitor badges.

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	Mary Hoefner	(623) 412-5075
Transportation Policy	District Transportation Director	(623) 486-6165
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	Jerry Raben	(623) 412-5075
Student Health/Nurse	Jeannie Patterson	(623) 412-5078

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.