



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	Excelling
2003-04	Highly Performing
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Mrs. Mary Hoefner
 Schedule : 08:00 AM to 04:30 PM
 Grades : Pre-K-8
 2005 Enrollment : 863
 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)

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

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

Enrollment

October 1, 2004 School Year Student Enrollment : 869
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 114

Instructional Programs

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

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

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

Parents

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

Transportation Policy

With 135 school buses driving 1.9 million miles a year – safety is our priority. Our bus drivers, bus assistants, office staff, and mechanics are well qualified to ensure every child's safety.

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	2005
Ü Winner of the Governor's Centennial Logo Contest	2005
Ü Peoria Sports Championship Basketball Tourn. Winner	2005
Ü Pride of Peoria Award Winners	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	86	2834	79306	100	100	99	480	448	445	1	7	10	7	15	18	46	57	51	46	20	20
All Students (Prior Year)	92	2724	75509	100	100	100	534	529	521	5	8	13	21	21	23	30	35	33	43	35	31
Female	45	1346	38691	100	100	99	482	453	446	0	6	10	5	14	18	44	60	52	51	20	20
Male	40	1488	40583	98	100	99	478	443	445	3	8	11	10	17	18	48	55	50	40	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	11	655	32869	100	99	99	455	428	429	0	12	15	18	22	25	55	57	51	27	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	NC	46	4264	NC	100	100	NC	419	419	NC	8	19	NC	35	30	NC	48	45	NC	10	6
White	67	1898	36197	100	100	99	484	455	463	0	6	5	6	12	11	44	58	53	50	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	81	2404	69060	98	98	98	481	458	454	0	4	7	8	13	17	47	61	54	45	22	22
Limited English Proficient Students	NC	226	15509	NC	100	100	NC	356	406	NC	23	20	NC	29	30	NC	41	45	NC	6	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	NC	569	39415	NC	85	96	NC	439	431	NC	13	15	NC	17	25	NC	58	50	NC	12	10
Non-Economically Disadvantaged	79	2270	39966	100	100	100	482	450	459	1	6	6	7	15	12	45	57	52	47	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	86	2834	79395	100	0	99	484	458	446	0	4	9	10	18	25	70	64	55	20	13	11
All Students (Prior Year)	92	2724	75492	100	100	100	534	525	519	2	7	12	9	15	16	51	51	47	38	27	24
Female	45	1346	38743	100	0	100	491	469	451	0	3	7	5	14	24	74	68	57	21	16	12
Male	40	1488	40618	98	0	99	477	448	440	0	6	11	15	22	27	65	61	53	20	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	11	655	32915	100	0	99	464	439	426	0	8	15	36	25	35	55	61	47	9	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	NC	46	4271	NC	0	100	NC	435	420	NC	3	15	NC	35	42	NC	38	41	NC	25	2
White	67	1898	36221	100	0	99	490	465	465	0	3	4	5	15	15	73	66	63	22	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	81	2404	69139	98	0	99	486	469	454	0	2	7	9	15	24	69	68	58	22	14	11
Limited English Proficient Students	NC	226	15545	NC	0	100	NC	358	399	NC	15	21	NC	42	42	NC	41	35	NC	2	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	NC	569	39484	NC	0	96	NC	449	429	NC	8	14	NC	24	35	NC	61	47	NC	7	4
Non-Economically Disadvantaged	79	2270	39986	100	0	100	485	460	461	0	3	4	9	16	16	68	65	63	22	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	86	2826	78869	100	100	99	487	453	442	0	3	6	10	17	21	71	70	63	19	10	10
All Students (Prior Year)	91	2706	75053	99	100	99	626	603	597	5	5	7	7	10	12	76	78	72	12	7	9
Female	45	1343	38536	100	100	99	497	474	458	0	1	4	2	9	15	72	75	67	26	14	14
Male	40	1483	40302	98	100	99	475	435	428	0	5	8	18	23	26	70	66	60	13	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	11	651	32606	100	99	98	485	439	426	0	4	8	9	22	27	82	68	60	9	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	NC	46	4245	NC	100	100	NC	435	423	NC	0	9	NC	23	26	NC	65	61	NC	13	4
White	67	1895	36078	100	100	99	490	458	459	0	3	4	8	15	16	72	71	66	20	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	81	2396	68697	98	98	98	488	466	454	0	2	4	9	13	18	72	74	67	19	11	11
Limited English Proficient Students	NC	224	15339	NC	100	100	NC	359	399	NC	9	11	NC	33	31	NC	54	54	NC	4	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	NC	567	39106	NC	85	95	NC	444	427	NC	4	8	NC	22	28	NC	68	59	NC	5	5
Non-Economically Disadvantaged	79	2264	39837	100	100	100	485	456	457	0	3	4	9	15	14	74	71	67	17	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	105	2918	78906	99	100	99	546	507	498	2	10	13	2	16	19	46	48	48	50	26	20
All Students (Prior Year)	115	2855	76019	100	100	100	510	503	499	8	9	14	30	39	39	22	16	14	40	35	33
Female	53	1425	38644	98	99	99	541	508	500	4	9	12	0	16	19	52	49	49	44	25	19
Male	52	1492	40236	100	100	99	550	507	497	0	11	15	4	16	19	39	46	46	57	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	18	653	31938	100	100	99	541	488	481	0	17	19	6	21	25	47	45	46	47	17	10
Asian/Pacific Islander	NC	96	1805	NC	99	98	NC	526	536	NC	3	5	NC	12	8	NC	49	45	NC	36	42
American Indian/Alaskan Native	NC	41	4593	NC	100	100	NC	476	467	NC	14	26	NC	22	29	NC	46	39	NC	19	6
White	77	1993	36483	97	100	99	546	515	517	1	8	7	1	14	13	47	49	51	51	29	30
Students with Disabilities	15	413	10664	100	100	100	512	435	430	15	32	42	8	29	27	38	29	26	38	10	5
Students without Disabilities	90	2507	68310	99	98	98	551	519	509	0	7	9	1	14	18	47	51	51	52	29	22
Limited English Proficient Students	NC	182	12573	NC	100	100	NC	403	454	NC	30	27	NC	22	30	NC	43	38	NC	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	10	573	38679	100	87	96	526	493	483	10	17	20	0	23	25	50	45	45	40	15	10
Non-Economically Disadvantaged	95	2347	40295	99	100	100	548	511	513	1	9	7	2	14	13	45	49	50	52	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	105	2919	78908	99	0	99	515	492	484	4	6	10	10	18	23	64	65	58	22	11	9
All Students (Prior Year)	115	2851	76020	100	100	100	510	506	503	16	18	25	17	22	23	49	45	40	19	14	12
Female	53	1426	38648	98	0	99	519	497	489	2	4	8	2	14	22	78	69	61	18	12	10
Male	52	1492	40233	100	0	99	511	487	479	6	8	12	18	21	25	51	61	55	25	10	8
African American	NC	135	4092	NC	0	99	NC	475	473	NC	8	12	NC	25	28	NC	61	54	NC	6	5
Hispanic	18	653	31940	100	0	99	514	473	465	12	11	16	0	27	32	71	57	49	18	5	3
Asian/Pacific Islander	NC	96	1805	NC	0	98	NC	502	507	NC	4	4	NC	9	13	NC	76	65	NC	11	18
American Indian/Alaskan Native	NC	41	4569	NC	0	100	NC	464	457	NC	11	18	NC	16	39	NC	65	41	NC	8	2
White	77	1994	36502	97	0	99	516	499	502	1	4	4	12	15	14	64	67	67	23	14	15
Students with Disabilities	15	415	10665	100	0	100	491	428	423	23	20	30	15	34	36	38	41	31	23	4	2
Students without Disabilities	90	2506	68312	99	0	98	519	503	493	1	4	7	9	15	21	68	69	62	22	12	10
Limited English Proficient Students	NC	182	12556	NC	0	100	NC	389	436	NC	20	24	NC	37	40	NC	41	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	10	574	38662	100	0	96	497	481	468	0	9	16	20	29	32	80	57	49	0	5	3
Non-Economically Disadvantaged	95	2347	40315	99	0	100	517	495	498	4	5	5	9	15	15	63	67	66	24	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	105	2920	78750	99	100	99	542	512	500	0	3	6	15	22	29	77	72	63	8	3	2
All Students (Prior Year)	115	2854	75673	100	100	100	550	544	530	9	8	12	20	22	25	60	66	58	10	4	4
Female	53	1427	38586	98	99	99	557	524	515	0	2	4	6	15	22	82	79	71	12	3	3
Male	52	1492	40135	100	100	99	527	499	486	0	4	8	24	29	35	73	65	56	4	2	1
African American	NC	135	4081	NC	98	99	NC	483	488	NC	10	8	NC	30	32	NC	58	59	NC	3	2
Hispanic	18	654	31841	100	100	99	536	500	483	0	4	8	29	29	36	59	65	55	12	2	1
Asian/Pacific Islander	NC	96	1802	NC	99	98	NC	527	533	NC	2	2	NC	17	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	NC	41	4586	NC	100	100	NC	485	481	NC	8	8	NC	16	37	NC	76	54	NC	0	1
White	77	1994	36440	97	100	99	541	517	516	0	3	3	11	20	22	83	75	71	7	3	4
Students with Disabilities	15	414	10622	100	100	100	509	436	415	0	10	21	38	47	50	62	42	28	0	1	1
Students without Disabilities	90	2508	68196	99	98	98	547	524	513	0	2	3	11	18	25	80	77	69	9	3	3
Limited English Proficient Students	NC	183	12504	NC	100	100	NC	410	451	NC	8	12	NC	38	44	NC	51	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	10	574	38558	100	88	96	534	498	485	0	6	8	10	29	37	90	65	54	0	1	1
Non-Economically Disadvantaged	95	2348	40260	99	100	100	543	515	514	0	3	3	15	20	21	76	74	72	9	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	104	3236	78250	100	100	99	562	558	548	15	13	21	15	17	18	55	57	48	15	13	13
All Students (Prior Year)	144	3176	75001	100	100	99	490	476	468	20	27	37	39	43	36	28	21	16	13	10	10
Female	51	1575	38071	100	100	99	566	558	549	8	11	20	20	17	19	59	59	49	14	13	12
Male	53	1658	40126	100	100	99	557	558	547	22	15	23	10	16	17	51	56	46	16	13	14
African American	NC	174	4058	NC	98	99	NC	544	523	NC	15	32	NC	24	22	NC	57	41	NC	4	5
Hispanic	14	686	29129	100	100	99	547	543	527	8	19	32	38	23	23	54	50	40	0	9	6
Asian/Pacific Islander	NC	101	1747	NC	100	100	NC	586	589	NC	5	9	NC	7	9	NC	64	50	NC	23	32
American Indian/Alaskan Native	NC	42	4996	NC	100	100	NC	534	518	NC	13	36	NC	19	25	NC	69	36	NC	0	4
White	86	2233	38320	100	100	99	563	563	568	16	11	12	11	15	14	57	59	55	17	15	19
Students with Disabilities	15	371	9329	100	100	100	506	459	454	57	58	64	7	20	18	21	20	16	14	2	2
Students without Disabilities	89	2867	68996	100	99	99	571	570	561	8	7	16	16	16	18	60	62	52	15	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	10	556	33388	91	90	94	516	546	530	20	20	32	40	22	22	40	50	40	0	8	5
Non-Economically Disadvantaged	94	2682	44937	100	100	100	567	561	561	14	11	13	12	16	15	57	59	54	17	14	18

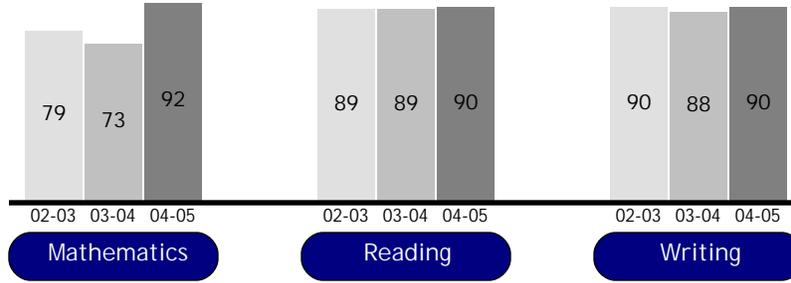
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	3238	78302	100	0	99	537	524	512	5	7	11	12	19	25	73	68	57	10	7	7
All Students (Prior Year)	144	3170	74918	100	100	99	522	507	497	14	22	32	12	18	19	47	42	35	26	18	15
Female	51	1575	38082	100	0	99	542	528	518	2	4	8	10	17	24	84	72	61	4	7	7
Male	53	1660	40166	100	0	99	532	520	507	8	9	14	14	21	26	61	64	54	16	7	6
African American	NC	174	4064	NC	0	100	NC	522	498	NC	6	14	NC	19	29	NC	71	54	NC	5	3
Hispanic	14	686	29152	100	0	99	526	510	492	15	12	17	0	25	34	77	58	46	8	5	2
Asian/Pacific Islander	NC	101	1746	NC	0	100	NC	545	542	NC	1	5	NC	13	13	NC	77	66	NC	9	16
American Indian/Alaskan Native	NC	43	4993	NC	0	100	NC	494	484	NC	9	19	NC	33	38	NC	52	42	NC	6	1
White	86	2234	38347	100	0	99	539	528	531	4	5	5	13	17	17	73	70	68	10	7	10
Students with Disabilities	15	371	9353	100	0	100	474	438	429	36	33	40	29	35	38	36	31	22	0	1	1
Students without Disabilities	89	2869	69024	100	0	99	548	535	524	0	3	7	9	17	23	79	72	62	12	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	10	556	33398	91	0	94	493	511	495	30	12	18	0	28	35	70	58	46	0	3	2
Non-Economically Disadvantaged	94	2684	44979	100	0	100	542	527	525	2	5	6	13	17	18	73	70	66	11	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	104	3229	78094	100	100	99	577	561	545	5	2	3	6	11	18	84	86	77	5	2	2
All Students (Prior Year)	144	3170	74503	100	100	99	530	522	491	1	4	9	24	22	32	61	61	51	14	12	8
Female	51	1573	38025	100	100	99	599	569	558	0	1	2	4	6	13	90	91	82	6	2	2
Male	53	1653	40013	100	99	99	554	552	534	10	3	5	8	15	23	78	81	71	4	1	1
African American	NC	173	4037	NC	97	99	NC	555	532	NC	2	4	NC	15	22	NC	82	73	NC	1	1
Hispanic	14	685	29068	100	100	99	568	547	523	8	3	5	8	17	27	85	80	67	0	1	1
Asian/Pacific Islander	NC	101	1743	NC	100	100	NC	588	577	NC	0	2	NC	4	9	NC	91	82	NC	5	8
American Indian/Alaskan Native	NC	42	4981	NC	100	100	NC	558	526	NC	3	4	NC	3	25	NC	94	70	NC	0	0
White	86	2228	38265	100	100	99	577	564	564	5	1	2	6	9	11	84	88	84	5	2	3
Students with Disabilities	15	369	9275	100	100	100	465	459	444	29	9	14	36	39	46	36	51	39	0	1	1
Students without Disabilities	89	2862	68892	100	99	98	595	573	559	1	1	2	1	7	14	92	90	82	6	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	10	556	33296	91	90	94	517	547	527	10	2	5	30	19	27	60	78	67	0	1	0
Non-Economically Disadvantaged	94	2675	44871	100	100	100	584	564	559	4	2	2	3	9	12	87	88	84	6	2	3

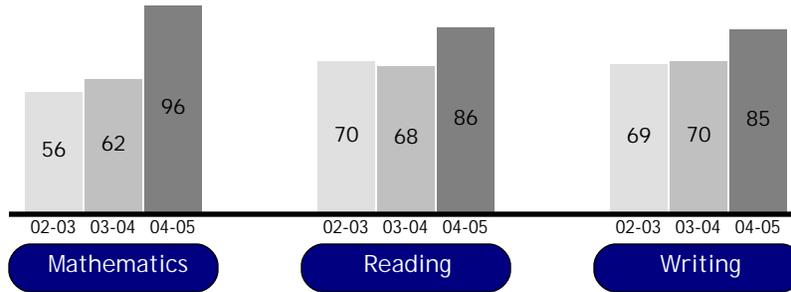
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

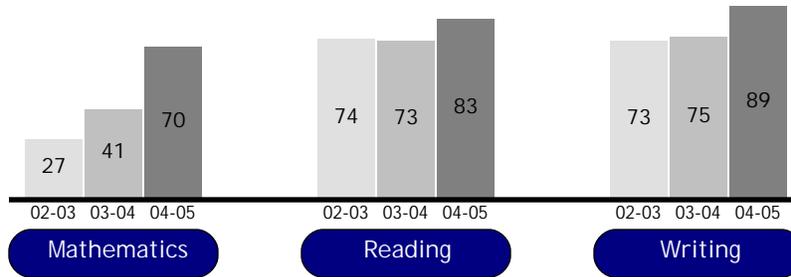
3rd Grade Proficiency



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.

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

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 2 Parent(s)
- 1 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 2005-06

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 2005-06

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) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	75
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü K-8th Grade Computer Labs
- Ü Intel and Tech. Demonstration Classrooms
- Ü Lap top computer classrooms

Extracurricular Activities

- Ü Sports Teams
- Ü Various Clubs including Chess
- Ü Student Council
- Ü National Junior Honor Society
- Ü District Strings Performance Class
- Ü Goodwill Club
- Ü Fifth Grade Outdoor Education
- Ü Future Cities/Odyssey of the Mind

Social Services

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

School Achievements/Accomplishments 2004-05

- ü Consistently score above national, state and district averages on AIMS/DPA and TerraNova assessments.

- ü Consistently move more students toward meeting/exceeding the Standards on AIMS (Arizona's Instrument to Measure Standards) in grades 3,4,5, 6,7 and 8.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	NA	95	94	95
Transfers Out Rates ⁵	3	12	12	17
Transfers In Rate ⁶	8	28	28	37
Stability Rate ⁷	96	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	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

Having a safe school is a 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. Parents are offered the option of purchasing a photo identification badge to assist in maintaining a secure campus.

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) :

6

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	Mary Hoefner	(623) 412-5075
Transportation Policy	Doug King	(623) 486-6165
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	Carleen Flack	(623) 487-1179
Student Health/Nurse	Karen Smethers	(602) 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.

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.

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

Total cost of printing: 16 Pages X .0318 Per page X 200 Copies = \$102.00

** 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.