

Cheyenne Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

11806 N. 87th Avenue, 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 *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Dr. Eric J. Gundrum Ed.D.
Schedule : 7:30 AM to 3:45 PM
Grades : Pre-K-8
2003 Enrollment : 887
Web Address : www.peoriaud.k12.az.us/pusd/k-8/cheyenne.htm
Phone Number : (623) 487-5100
Fax Number : (623) 487-5110
E-mail : www.egundrum@peoriaud.k12.az.us

Mission

We will work in cooperation with all individuals to meet the academic, individual and social needs of our students. We will create a safe environment in which mutual respect and tolerance of others produces responsible citizens for the future.

School / Academic Goals

- ü All students will improve their literacy skills evidenced on the Stanford 9 and AIMS tests. All grades will focus on reading fluency this year by increasing the number of books available to their children that are at the appropriate reading levels.
- ü All students will improve their daily attendance and decrease their tardies. Evidenced by attendance records and tardy notices.

Instructional Programs

- ü NAEYC-accredited Special Ed Preschool
- ü Gifted Program
- ü Learning Disabled Pull-out Program
- ü Band/Art/Chorus Program (Grades 5-8)

Enrollment

October 1, 2002 School Year Student Enrollment : 885
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 94

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 20 minutes
First Day of School : 8/11/2003
Last Day of School : 5/20/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- ü School Safety Issues
- ü Student Discipline
- ü Budget
- ü Facility Issues
- ü School Curriculum
- ü School Staffing

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	47.00
Other Professional Staff	3.00	Teacher Aide	10.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	12	4	0	0
7 to 9 years	23	6	0	0
10 or more years	7	4	0	0

Shared Responsibilities

School

We will provide a safe and secure learning environment. Continuous feedback will occur between parents and their teachers. We ask that parents address issues with the teacher first then the administration. Safety issues will be addressed immediately.

Parents

Parents should encourage student attendance; monitor students' completion of assignments; model a positive attitude toward learning; attend school activities including parent-teacher conferences and foster respect of rules and property.

Resources Available at School Site

Special Facilities

- ü Multipurpose Room
- ü Library/Two Computer Labs

Extracurricular Activities

- ü Student Council/National Honor Society
- ü Chorus/Band
- ü Art/Chess Club
- ü Sports Programs 7th and 8th Grades

Social Services

- ü Day Care Provided by City of Peoria
- ü Health Fair
- ü Lions Club/Kiwanis Club
- ü Vision and Hearing Screening

Transportation Policy

Our district generally buses all students who live in our attendance zone and more than one mile from our school. All those who are forced to cross major crossroads on their way to school are typically offered busing opportunities.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü North Central Association accreditation 1998-2003.

ü All areas of our Stanford 9 test scores are at-or-above the state and national norms. AIMS test scores are competitive with other district schools and are generally higher than other elementaries across the state.

School Honors

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

Award/Honor	Year
ü Peace Poster Contest Winner	2001
ü PEEF Grant Award Winner	2001
ü Application for A+ School Recognition	2003
ü North Central Association Accreditation	2003

Student Activity Rates for School Year 2002-03

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	39	53
Grades 3-4	89	66
Grades 4-5	66	72
Grades 5-6	81	73
Grades 6-7	54	85
Grades 7-8	63	45

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	2731	75372	98	100	101	531	529	523	4	5	9	28	23	25	39	41	36	28	31	30
All Students (Prior Year)	104	2609	70809	NA	NA	NA	548	528	518	0	5	11	16	23	27	33	41	35	51	31	27
Female	39	1343	36901	95	98	101	532	530	524	3	4	8	26	23	25	51	41	36	20	31	31
Male	44	1387	38385	100	101	101	531	528	523	6	6	9	31	23	24	28	41	36	36	31	30
African American	NC	118	3589	NC	94	96	NC	512	501	NC	9	18	NC	37	33	NC	39	33	NC	15	16
Hispanic	20	552	29103	100	100	99	513	512	510	13	10	12	33	34	31	40	39	36	13	18	20
Asian/Pacific Islander	NC	90	1574	NC	99	96	NC	543	549	NC	5	3	NC	20	14	NC	30	34	NC	45	48
American Indian/Alaskan Native	NC	33	5086	NC	97	114	NC	515	491	NC	8	22	NC	29	38	NC	33	28	NC	29	12
White	52	1913	34597	96	99	98	534	534	535	2	3	4	27	20	20	41	43	38	31	34	38
Students with Disabilities	11	247	8057	79	73	99	548	507	496	0	16	23	25	30	31	25	34	28	50	19	17
Students without Disabilities	72	2484	67315	101	104	101	530	529	525	4	4	8	28	23	24	40	41	37	27	31	31
Limited English Proficient Students	NC	189	16925	NC	106	112	NC	505	482	NC	11	27	NC	46	40	NC	30	26	NC	13	7
Migrant Students	NC	NC	869				NC	NC	501	NC	NC	17	NC	NC	30	NC	NC	39	NC	NC	14
Economically Disadvantaged	--	205	26325				--	492	504	--	11	15	--	51	34	--	33	33	--	5	18
Non-Economically Disadvantaged	83	2526	49047				531	531	530	4	4	6	28	21	21	39	42	37	28	33	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	2716	75221	98	99	101	529	526	523	4	5	8	18	15	16	52	60	56	25	20	21
All Students (Prior Year)	104	2610	70860	NA	NA	NA	543	531	524	1	4	9	9	12	17	52	53	45	38	32	30
Female	40	1338	36833	98	98	100	531	529	526	0	3	6	19	15	15	53	60	56	28	23	23
Male	43	1378	38319	98	100	101	528	522	520	9	7	9	17	16	17	51	60	56	23	18	18
African American	NC	116	3597	NC	92	97	NC	512	510	NC	11	14	NC	21	22	NC	58	53	NC	11	11
Hispanic	20	553	29019	100	100	99	521	516	513	7	8	12	27	23	21	53	54	55	13	14	13
Asian/Pacific Islander	NC	90	1572	NC	99	95	NC	536	536	NC	3	2	NC	13	9	NC	59	57	NC	25	31
American Indian/Alaskan Native	NC	34	5071	NC	100	114	NC	518	502	NC	4	20	NC	20	27	NC	60	46	NC	16	8
White	52	1900	34543	96	98	97	530	529	531	4	4	4	14	13	12	55	61	58	27	22	26
Students with Disabilities	11	248	8006	79	73	99	563	509	505	0	14	22	25	27	23	50	49	42	25	10	13
Students without Disabilities	72	2468	67215	101	103	101	527	526	524	4	5	7	18	15	16	52	60	56	25	20	21
Limited English Proficient Students	NC	189	16853	NC	106	112	NC	503	489	NC	19	29	NC	26	36	NC	47	32	NC	9	3
Migrant Students	NC	NC	866				NC	NC	503	NC	NC	19	NC	NC	23	NC	NC	49	NC	NC	8
Economically Disadvantaged	--	204	26256				--	494	509	--	19	14	--	36	24	--	44	51	--	1	11
Non-Economically Disadvantaged	83	2512	48965				529	528	528	4	4	5	18	14	13	52	61	58	25	21	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	2701	73654	96	99	99	531	533	530	6	5	9	13	11	13	79	78	70	3	6	7
All Students (Prior Year)	104	2434	68592	NA	NA	NA	561	550	542	0	4	9	7	8	12	70	72	63	22	16	16
Female	40	1338	36239	98	98	99	537	539	537	3	3	7	6	8	11	86	81	72	6	8	10
Male	42	1363	37301	95	99	98	524	526	523	9	7	12	21	13	15	71	75	68	0	4	5
African American	NC	117	3488	NC	93	94	NC	523	515	NC	10	16	NC	12	18	NC	74	62	NC	3	4
Hispanic	19	541	28348	95	98	96	531	524	520	14	8	13	7	16	17	79	73	65	0	3	5
Asian/Pacific Islander	NC	89	1558	NC	98	95	NC	543	547	NC	1	3	NC	8	8	NC	82	76	NC	8	13
American Indian/Alaskan Native	NC	33	4947	NC	97	111	NC	529	507	NC	4	22	NC	8	22	NC	80	53	NC	8	3
White	52	1893	33924	96	98	96	529	535	537	4	4	5	16	10	10	76	79	75	4	7	9
Students with Disabilities	11	244	7306	79	72	90	528	521	506	25	19	24	0	8	20	75	69	52	0	4	4
Students without Disabilities	71	2457	66348	100	102	100	531	533	531	5	5	8	14	11	13	79	78	71	3	6	8
Limited English Proficient Students	NC	186	16422	NC	104	109	NC	510	495	NC	18	30	NC	20	27	NC	61	43	NC	2	0
Migrant Students	NC	10	849				NC	488	511	NC	25	19	NC	25	22	NC	50	56	NC	0	4
Economically Disadvantaged	--	204	25711				--	501	514	--	19	16	--	23	19	--	58	61	--	1	3
Non-Economically Disadvantaged	82	2497	47943				531	535	535	6	4	7	13	10	11	79	79	74	3	6	9

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	2885	76230	99	100	101	514	508	498	6	6	12	33	37	38	12	13	12	49	45	37
All Students (Prior Year)	101	2848	72888	NA	NA	NA	507	497	494	8	10	14	29	42	40	23	14	12	41	34	34
Female	46	1398	37247	98	99	100	511	510	500	7	4	11	33	37	40	17	13	13	43	46	37
Male	47	1484	38725	100	100	101	516	507	497	5	7	14	33	37	37	7	13	12	56	43	37
African American	10	140	3594	100	94	96	496	490	476	0	10	22	40	51	46	40	12	11	20	27	21
Hispanic	19	630	28100	100	98	98	498	499	482	12	7	18	41	46	47	12	13	11	35	35	24
Asian/Pacific Islander	NC	81	1447	NC	99	95	NC	525	527	NC	3	5	NC	25	26	NC	12	11	NC	60	58
American Indian/Alaskan Native	NC	39	5292	NC	100	113	NC	499	463	NC	9	31	NC	47	47	NC	9	8	NC	35	14
White	57	1964	35389	97	99	96	522	512	514	4	5	6	30	34	32	7	13	14	59	48	48
Students with Disabilities	NC	244	9022	NC	91	105	NC	461	465	NC	36	31	NC	39	43	NC	3	8	NC	21	17
Students without Disabilities	85	2641	67208	102	101	100	515	510	500	5	5	12	33	37	38	12	13	12	51	45	38
Limited English Proficient Students	NC	159	14826	NC	105	113	NC	482	460	NC	6	31	NC	56	51	NC	19	8	NC	19	10
Migrant Students	--	15	837				--	528	478	--	0	19	--	25	51	--	25	8	--	50	21
Economically Disadvantaged	--	100	25037				--	462	477	--	18	21	--	68	47	--	7	11	--	7	21
Non-Economically Disadvantaged	93	2785	51193				514	510	507	6	5	9	33	36	35	12	13	13	49	46	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	2864	76202	100	99	101	512	508	505	7	13	19	29	23	24	49	52	46	14	13	11
All Students (Prior Year)	102	2848	72779	NA	NA	NA	505	507	505	14	15	21	22	20	20	53	50	43	12	15	15
Female	47	1396	37231	100	99	100	520	511	507	2	9	16	29	22	24	48	54	48	21	16	13
Male	47	1465	38718	100	99	101	505	505	503	12	16	22	30	24	24	51	49	44	7	11	10
African American	10	139	3600	100	93	97	502	501	497	0	21	28	60	30	29	40	40	39	0	8	5
Hispanic	19	630	28090	100	98	98	503	504	497	13	16	28	31	28	30	44	47	37	13	9	5
Asian/Pacific Islander	NC	80	1443	NC	98	95	NC	517	515	NC	9	9	NC	12	19	NC	63	53	NC	15	19
American Indian/Alaskan Native	NC	38	5311	NC	97	113	NC	505	491	NC	15	38	NC	35	31	NC	47	28	NC	3	3
White	58	1952	35371	98	99	96	517	509	512	5	11	10	25	21	20	51	53	54	18	15	16
Students with Disabilities	NC	234	9097	NC	87	106	NC	497	493	NC	39	39	NC	25	27	NC	29	29	NC	7	5
Students without Disabilities	86	2630	67105	104	100	100	513	508	506	6	12	18	30	23	24	50	52	47	14	13	12
Limited English Proficient Students	NC	158	14780	NC	105	113	NC	499	486	NC	19	50	NC	25	32	NC	56	18	NC	0	1
Migrant Students	--	14	832				--	512	492	--	0	36	--	0	31	--	100	31	--	0	3
Economically Disadvantaged	--	99	24961				--	486	495	--	49	32	--	34	30	--	16	34	--	0	4
Non-Economically Disadvantaged	94	2765	51241				512	509	509	7	11	14	29	23	22	49	53	51	14	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	93	2862	74692	99	99	99	514	513	502	8	10	18	25	26	27	61	56	47	6	9	8
All Students (Prior Year)	97	2780	70710	NA	NA	NA	529	523	512	9	10	17	20	23	26	52	51	42	19	16	16
Female	46	1388	36710	98	98	99	513	522	509	7	6	14	24	22	26	67	61	50	2	11	10
Male	47	1472	37742	100	100	98	514	504	495	9	14	22	26	29	28	56	51	44	9	6	6
African American	10	141	3516	100	95	94	519	505	487	0	13	26	30	34	31	60	45	39	10	9	4
Hispanic	19	631	27492	100	98	96	500	506	486	12	12	27	41	29	32	41	53	38	6	7	4
Asian/Pacific Islander	NC	80	1428	NC	98	94	NC	529	528	NC	8	8	NC	14	20	NC	60	54	NC	18	18
American Indian/Alaskan Native	NC	39	5166	NC	100	110	NC	495	470	NC	21	39	NC	24	32	NC	53	27	NC	3	2
White	57	1943	34785	97	98	94	519	515	517	7	9	10	19	25	23	69	57	56	6	9	11
Students with Disabilities	NC	231	8428	NC	86	98	NC	473	472	NC	40	38	NC	25	30	NC	35	29	NC	0	3
Students without Disabilities	85	2631	66264	102	100	99	514	514	503	8	9	17	24	26	27	61	56	48	6	9	8
Limited English Proficient Students	NC	159	14363	NC	105	109	NC	492	459	NC	19	47	NC	31	34	NC	44	19	NC	6	1
Migrant Students	--	15	814				--	552	475	--	0	33	--	0	37	--	75	27	--	25	2
Economically Disadvantaged	--	97	24507				--	467	480	--	30	31	--	54	33	--	17	33	--	0	3
Non-Economically Disadvantaged	93	2765	50185				514	514	511	8	9	13	25	25	24	61	57	53	6	9	10

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2987	71167	95	99	99	465	468	463	32	32	38	48	47	41	16	15	14	4	6	7
All Students (Prior Year)	93	2820	66213	NA	NA	NA	479	470	459	14	29	39	58	46	40	24	18	14	4	7	7
Female	44	1483	34825	100	98	99	469	466	462	31	32	38	43	49	42	21	15	14	5	4	6
Male	43	1500	36047	90	99	99	460	469	464	33	33	38	54	44	39	10	15	15	3	8	8
African American	NC	153	3225	NC	99	95	NC	445	441	NC	54	57	NC	38	34	NC	7	6	NC	2	2
Hispanic	17	566	23643	89	96	97	470	456	445	23	44	53	46	40	37	31	13	8	0	2	2
Asian/Pacific Islander	NC	85	1503	NC	94	100	NC	484	493	NC	18	18	NC	49	40	NC	21	23	NC	12	19
American Indian/Alaskan Native	NC	35	5161	NC	100	103	NC	470	435	NC	34	63	NC	41	30	NC	14	5	NC	10	2
White	57	2131	35245	97	99	95	462	471	476	34	29	26	54	49	45	11	16	19	2	7	10
Students with Disabilities	NC	250	8095	NC	88	104	NC	429	426	NC	69	69	NC	28	25	NC	1	5	NC	1	1
Students without Disabilities	83	2737	63072	97	100	99	466	469	464	30	31	37	49	47	41	16	15	15	4	6	7
Limited English Proficient Students	NC	113	10317	NC	130	111	NC	409	426	NC	78	72	NC	22	25	NC	0	2	NC	0	1
Migrant Students	--	NC	614				--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	--	24	17057				--	424	440	--	68	58	--	32	34	--	0	6	--	0	2
Non-Economically Disadvantaged	87	2963	54110				465	468	468	32	32	33	48	47	43	16	15	16	4	6	8

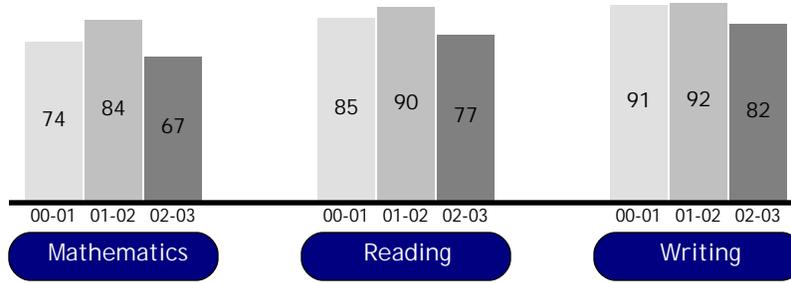
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2981	71100	96	99	99	504	510	502	21	17	25	16	19	21	52	46	40	11	18	15
All Students (Prior Year)	93	2813	66144	NA	NA	NA	516	514	504	12	15	24	18	19	20	51	47	40	19	20	16
Female	44	1480	34801	100	98	99	511	513	505	17	13	21	7	20	22	62	49	42	14	18	15
Male	44	1498	36010	92	99	99	496	507	499	26	22	28	26	18	20	41	43	38	8	17	14
African American	NC	154	3219	NC	100	95	NC	494	486	NC	29	38	NC	25	24	NC	38	31	NC	7	7
Hispanic	18	569	23630	95	97	96	494	502	485	29	23	37	29	22	25	29	41	32	14	14	6
Asian/Pacific Islander	NC	86	1509	NC	96	100	NC	518	522	NC	12	12	NC	19	14	NC	41	46	NC	27	28
American Indian/Alaskan Native	NC	35	5144	NC	100	102	NC	503	478	NC	24	46	NC	21	24	NC	41	25	NC	14	5
White	57	2119	35198	97	98	95	505	513	515	20	15	15	13	18	18	56	48	47	11	19	21
Students with Disabilities	NC	266	8121	NC	94	105	NC	470	470	NC	58	55	NC	21	20	NC	13	21	NC	8	4
Students without Disabilities	85	2715	62979	99	99	99	504	511	503	21	17	23	16	19	21	52	47	41	11	18	15
Limited English Proficient Students	NC	113	10304	NC	130	110	NC	465	462	NC	57	63	NC	14	23	NC	29	13	NC	0	1
Migrant Students	--	NC	623				--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	--	26	17040				--	462	483	--	59	40	--	27	25	--	14	29	--	0	6
Non-Economically Disadvantaged	88	2955	54060				504	511	507	21	17	20	16	19	20	52	46	43	11	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	2940	69001	97	97	96	482	499	490	20	11	17	47	35	37	33	53	45	0	1	1
All Students (Prior Year)	89	2741	63579	NA	NA	NA	505	503	493	5	8	15	43	38	42	50	52	41	2	2	2
Female	43	1461	34086	98	97	97	490	506	496	12	6	13	44	33	36	44	59	51	0	2	1
Male	46	1476	34644	96	97	95	474	492	484	28	16	22	50	37	39	23	47	38	0	1	0
African American	NC	150	3115	NC	97	92	NC	485	478	NC	21	25	NC	42	44	NC	36	31	NC	1	0
Hispanic	17	563	22656	89	96	92	478	491	476	31	14	27	38	40	43	31	45	30	0	0	0
Asian/Pacific Islander	NC	81	1472	NC	90	98	NC	508	507	NC	4	8	NC	35	30	NC	59	60	NC	1	2
American Indian/Alaskan Native	NC	35	4940	NC	100	98	NC	487	469	NC	14	34	NC	48	43	NC	38	23	NC	0	0
White	60	2095	34501	102	97	93	480	502	500	18	9	10	53	33	34	30	57	55	0	1	1
Students with Disabilities	NC	258	7386	NC	91	95	NC	460	459	NC	46	46	NC	29	37	NC	24	17	NC	0	0
Students without Disabilities	85	2682	61615	99	98	97	482	500	491	20	10	16	47	35	37	33	54	45	0	1	1
Limited English Proficient Students	NC	109	9662	NC	125	104	NC	441	454	NC	71	51	NC	29	40	NC	0	9	NC	0	0
Migrant Students	--	NC	590				--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0
Economically Disadvantaged	--	26	16383				--	463	472	--	32	30	--	55	43	--	14	26	--	0	0
Non-Economically Disadvantaged	89	2914	52618				482	499	494	20	10	14	47	35	36	33	54	49	0	1	1

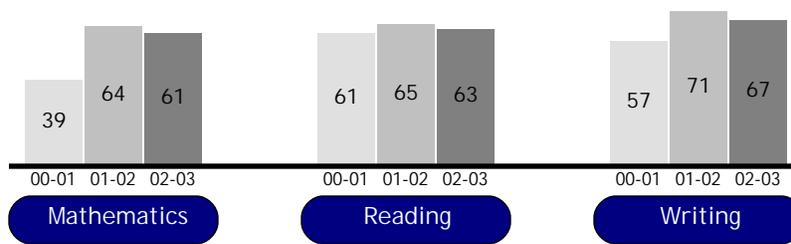
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

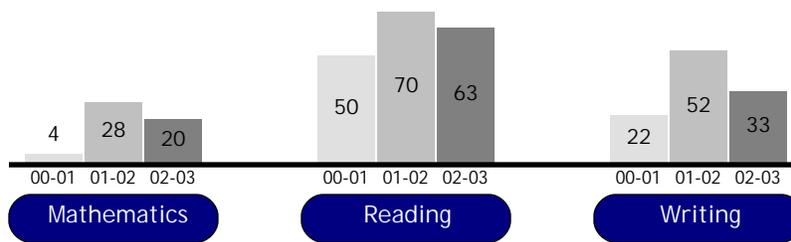
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	68	63	53	94	60	58	44	100	70	62	50
	Language	95	72	57	45	94	57	56	39	100	65	57	43
	Mathematics	95	84	71	56	94	79	68	52	99	80	71	57
3	Reading	91	55	58	50	100	59	55	43	100	48	58	47
	Language	91	68	68	55	100	74	64	50	100	62	66	54
	Mathematics	91	67	67	53	100	76	65	50	100	65	67	54
4	Reading	96	64	62	55	97	53	59	47	97	70	63	52
	Language	99	61	58	50	97	58	57	45	100	66	59	48
	Mathematics	98	74	66	56	97	67	66	52	100	73	67	57
5	Reading	90	55	59	51	98	55	55	46	100	56	61	50
	Language	95	50	53	46	100	54	51	43	99	56	56	46
	Mathematics	95	59	66	56	98	68	63	54	100	69	67	57
6	Reading	98	50	63	54	96	56	60	49	99	64	63	53
	Language	95	44	56	46	95	47	54	42	98	59	58	45
	Mathematics	98	61	74	61	89	66	70	58	100	75	73	62
7	Reading	98	69	64	53	96	58	60	48	100	60	63	51
	Language	96	72	68	55	96	66	64	51	100	69	69	54
	Mathematics	96	82	71	57	92	79	68	54	100	73	70	58
8	Reading	99	55	63	55	98	58	61	49	100	56	62	53
	Language	99	47	61	50	98	59	60	46	100	56	62	49
	Mathematics	99	57	64	57	94	77	67	54	99	61	66	58

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

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have monthly fire drills that require the use of different exits. Quarterly meetings are held that address facility/safety issues. We address school lock-down procedures to ensure student safety during any crisis that may occur on our campus.

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) :

2

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	Eric Gundrum	(623) 487-5100
Transportation Policy	Jan Martinez	(623) 486-6167
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 487-5183
Parent Organization	Maria Sebring	(623) 487-5100
Student Health/Nurse	Kathy Tropea	(623) 487-5104

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards