

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

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 (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Dr. Eric Gundrum
 Schedule : 7:30 AM to 3:45 PM
 Grades : Pre-K-8
 2004 Enrollment : 888
 Web Address : cheyenne.peoriaud.k12.az.us/
 Phone Number : (623) 487-5100
 Fax Number : (623) 487-5110
 E-mail : 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 Dual Purpose State Assessment. All grades will focus on reading fluency, comprehension, and vocabulary acquisition strategies. All teachers will assess the entry level of each student.
- ü All students will improve their writing skills evidenced on the Dual Purpose State Assessment. Teachers will utilize the six trait rubric to instruct their pupils on how to write more clearly and effectively. Students will have writing portfolios.
- ü All students will improve their math skills as evidenced on the Dual Purpose State Assessment and grade level end of the year tests. Teachers will use benchmarks and the state standards to ensure that each child masters the essential concepts.
- ü All students will show tolerance of others by participating in a school-wide character building program. Students will be exposed to weekly announcements and monthly themes that will encourage respect for others and a safe campus environment.

Enrollment

October 1, 2003 School Year Student Enrollment : 869
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 120

Instructional Programs

- ü NAEYC-accredited Special Ed Preschool
- ü Gifted Program Grades 1-8
- ü Learning Disabled Pull-Out Program K-8
- ü Band/Art/Chorus Program (Grades 5-8)
- ü Intensive Reading Intervention Grades1-3
- ü ELL Program K-8
- ü Speech Services Pre-K-8

Calendar Information

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

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.

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.

School Honors

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

Award/Honor	Year
ü 2 Walmart Teacher of the Year Awards	2004
ü PEEF Grant Award Winner/MESA State Champions	2003
ü Application for A+ School Recognition	2004
ü North Central Association Accreditation	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	99	2724	75509	100	100	100	549	529	521	8	8	13	18	21	23	21	35	33	53	35	31
All Students (Prior Year)	83	2731	75372	98	100	100	531	529	523	4	5	9	28	23	25	39	41	36	28	31	30
Female	48	1318	37013	100	100	100	558	529	522	9	8	12	12	22	24	23	36	33	56	34	31
Male	51	1406	38430	100	100	99	541	530	521	6	9	14	23	21	22	19	35	33	51	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	34	582	30486	100	100	99	532	514	505	12	12	18	19	30	29	23	33	32	46	25	21
Asian/Pacific Islander	--	69	1780	--	100	98	--	542	549	--	7	5	--	11	13	--	36	33	--	46	50
American Indian/Alaskan Native	NC	32	4075	NC	100	100	NC	512	486	NC	14	28	NC	32	34	NC	21	26	NC	32	12
White	56	1886	35192	100	100	99	560	534	534	4	7	8	16	19	19	22	37	35	58	38	39
Students with Disabilities	11	438	9708	100	100	100	511	506	489	18	20	32	36	27	27	9	32	24	36	22	17
Students without Disabilities	88	2286	65801	99	98	98	554	533	525	6	7	11	15	21	23	23	36	34	56	37	33
Limited English Proficient Students	NC	194	16928	NC	100	100	NC	465	485	NC	50	29	NC	50	33	NC	0	26	NC	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	29	693	36411				509	509	503	12	14	19	36	31	29	28	34	32	24	21	20
Non-Economically Disadvantaged	70	2031	39040				565	535	534	6	6	8	11	19	19	18	36	34	65	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	99	2724	75492	100	100	100	527	525	519	3	7	12	18	15	16	46	51	47	33	27	24
All Students (Prior Year)	83	2716	75221	98	99	100	529	526	523	4	5	8	18	15	16	52	60	56	25	20	21
Female	48	1319	37014	100	100	100	534	528	523	2	6	10	5	13	15	53	50	48	40	30	27
Male	51	1405	38400	100	100	99	519	522	516	4	8	14	30	17	17	38	52	47	28	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	34	582	30438	100	100	99	518	516	508	8	10	17	19	21	21	50	52	47	23	17	15
Asian/Pacific Islander	--	70	1773	--	100	98	--	529	534	--	5	4	--	11	10	--	52	50	--	32	36
American Indian/Alaskan Native	NC	32	4081	NC	100	100	NC	511	498	NC	14	25	NC	18	26	NC	61	40	NC	7	8
White	56	1887	35177	100	100	99	531	528	528	2	6	8	16	13	13	42	50	49	40	30	31
Students with Disabilities	11	439	9707	100	100	100	515	508	495	9	17	33	27	23	21	27	43	33	36	17	13
Students without Disabilities	88	2285	65785	99	98	98	528	527	522	3	6	10	16	14	16	48	52	49	33	28	26
Limited English Proficient Students	NC	195	16905	NC	100	100	NC	474	489	NC	67	34	NC	0	28	NC	33	32	NC	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	29	692	36302				510	514	507	4	12	18	36	22	21	52	51	46	8	15	14
Non-Economically Disadvantaged	70	2032	39164				533	528	528	3	6	8	11	13	13	43	51	48	43	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	98	2706	75053	99	100	99	583	603	597	6	5	7	10	10	12	83	78	72	1	7	9
All Students (Prior Year)	82	2701	73654	96	99	99	531	533	530	6	5	9	13	11	13	79	78	70	3	6	7
Female	47	1310	36872	98	99	99	622	624	621	2	3	5	5	7	9	93	81	74	0	10	12
Male	51	1396	38109	100	100	99	546	583	573	9	6	10	15	13	14	74	76	69	2	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	33	578	30235	97	99	98	558	594	575	15	5	9	12	13	14	73	74	70	0	8	6
Asian/Pacific Islander	--	69	1768	--	100	98	--	605	651	--	5	3	--	9	5	--	75	72	--	11	19
American Indian/Alaskan Native	NC	31	4044	NC	97	99	NC	570	550	NC	7	13	NC	11	17	NC	78	66	NC	4	4
White	56	1876	35028	100	100	99	589	609	613	2	4	6	11	9	10	85	80	73	2	8	11
Students with Disabilities	11	433	9625	100	100	100	525	554	530	9	10	21	36	16	21	55	71	55	0	3	4
Students without Disabilities	87	2273	65428	98	97	98	591	610	604	5	4	6	6	9	11	87	79	73	1	8	10
Limited English Proficient Students	NC	194	16765	NC	100	100	NC	529	525	NC	33	17	NC	0	20	NC	67	60	NC	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	29	687	36077				565	572	566	8	8	10	12	12	16	80	77	69	0	3	5
Non-Economically Disadvantaged	69	2019	38950				589	612	618	5	4	5	9	9	9	85	79	73	2	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	108	2855	76019	100	100	100	525	503	499	4	9	14	30	39	39	16	16	14	50	35	33
All Students (Prior Year)	93	2885	76230	99	100	100	514	508	498	6	6	12	33	37	38	12	13	12	49	45	37
Female	50	1384	37207	100	100	100	527	504	499	0	8	12	32	40	41	13	18	14	55	34	33
Male	58	1469	38677	100	100	100	524	502	498	7	11	15	28	39	38	19	15	13	46	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	27	590	29458	96	100	100	513	487	480	10	15	20	38	47	48	0	14	12	52	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	NC	27	4735	NC	100	100	NC	484	466	NC	8	28	NC	54	49	NC	17	10	NC	21	13
White	66	2018	35880	99	100	100	533	507	515	2	8	7	23	37	32	20	17	16	55	38	45
Students with Disabilities	NC	385	9786	NC	100	100	NC	465	457	NC	30	39	NC	47	40	NC	7	7	NC	16	13
Students without Disabilities	99	2470	66233	99	99	99	531	507	503	1	7	11	29	39	39	16	17	14	54	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	26	700	35714				497	482	480	10	18	20	38	47	47	29	14	12	24	21	20
Non-Economically Disadvantaged	82	2155	40266				532	509	513	3	7	9	28	37	33	13	17	15	58	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	108	2851	76020	100	100	100	516	506	503	13	18	25	21	22	23	46	45	40	21	14	12
All Students (Prior Year)	94	2864	76202	100	99	100	512	508	505	7	13	19	29	23	24	49	52	46	14	13	11
Female	50	1384	37213	100	100	100	519	509	504	13	16	22	19	21	23	43	48	42	26	15	13
Male	58	1465	38666	100	100	100	513	503	501	13	21	29	22	23	22	48	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	27	589	29442	96	100	99	514	501	494	33	27	37	10	25	26	48	40	31	10	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	NC	27	4735	NC	100	100	NC	497	489	NC	22	48	NC	39	25	NC	35	24	NC	4	3
White	66	2014	35890	99	100	100	517	508	511	3	16	15	25	22	20	46	46	48	26	16	18
Students with Disabilities	NC	383	9784	NC	100	100	NC	489	485	NC	47	58	NC	24	19	NC	21	19	NC	7	4
Students without Disabilities	99	2468	66236	99	98	99	518	508	504	11	15	23	22	22	23	46	47	42	22	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	26	700	35703				505	498	494	14	31	37	43	27	26	38	35	31	5	7	6
Non-Economically Disadvantaged	82	2151	40274				519	508	509	13	15	17	15	21	20	48	47	47	25	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	108	2854	75673	100	100	100	579	544	530	3	8	12	11	22	25	82	66	58	4	4	4
All Students (Prior Year)	93	2862	74692	99	99	99	514	513	502	8	10	18	25	26	27	61	56	47	6	9	8
Female	50	1384	37099	100	100	100	593	563	548	0	4	8	11	19	22	81	71	64	9	5	6
Male	58	1468	38441	100	100	99	567	527	513	6	12	16	11	24	29	83	60	52	0	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	27	590	29305	96	100	99	568	528	507	5	10	16	19	27	31	71	59	51	5	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	NC	27	4707	NC	100	100	NC	536	492	NC	0	19	NC	38	33	NC	58	46	NC	4	1
White	66	2016	35760	99	100	99	583	549	550	2	8	9	8	20	21	88	67	64	3	5	6
Students with Disabilities	NC	383	9706	NC	100	100	NC	485	462	NC	26	36	NC	32	32	NC	40	31	NC	2	1
Students without Disabilities	99	2471	65967	99	99	99	587	551	536	0	7	10	11	21	25	85	68	60	4	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	26	701	35541				565	523	504	10	14	17	10	23	31	76	61	50	5	2	2
Non-Economically Disadvantaged	82	2153	40091				583	551	550	1	7	9	11	21	21	84	67	64	4	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	98	3176	75001	99	100	99	462	476	468	41	27	37	35	43	36	16	21	16	8	10	10
All Students (Prior Year)	87	2987	71167	95	99	99	465	468	463	32	32	38	48	47	41	16	15	14	4	6	7
Female	44	1568	36846	100	100	99	470	476	468	32	25	36	41	46	38	17	20	16	10	9	10
Male	54	1600	37974	98	100	99	456	476	467	48	29	39	31	39	34	15	21	16	6	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	30	634	26675	100	100	98	456	462	448	44	37	52	37	42	34	11	15	10	7	6	4
Asian/Pacific Islander	NC	98	1575	NC	100	99	NC	499	504	NC	14	18	NC	41	33	NC	26	20	NC	19	29
American Indian/Alaskan Native	NC	37	4731	NC	90	98	NC	463	438	NC	38	61	NC	41	30	NC	18	7	NC	3	2
White	58	2237	37785	95	100	99	465	480	482	38	24	25	36	43	39	19	22	21	7	11	15
Students with Disabilities	18	359	8802	100	100	100	414	425	418	88	74	79	12	22	16	0	4	3	0	1	1
Students without Disabilities	80	2817	66199	98	99	99	473	480	472	30	23	34	41	44	38	20	22	17	9	10	11
Limited English Proficient Students	NC	122	11710	NC	100	100	NC	420	429	NC	72	70	NC	28	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	31	628	29814				437	458	448	54	41	53	43	39	33	4	14	10	0	5	4
Non-Economically Disadvantaged	67	2548	45170				473	480	479	35	24	28	32	43	38	22	22	20	11	11	14

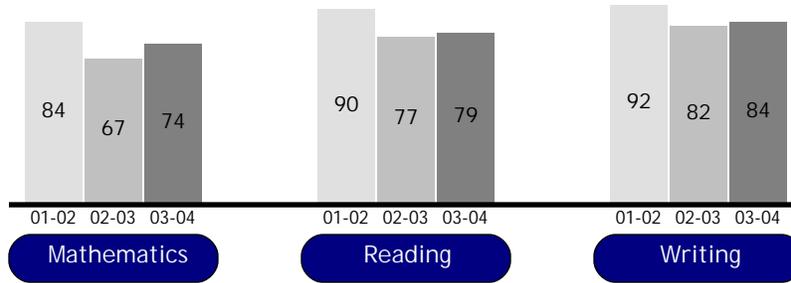
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	3170	74918	99	100	99	499	507	497	31	22	32	22	18	19	27	42	35	20	18	15
All Students (Prior Year)	88	2981	71100	96	99	99	504	510	502	21	17	25	16	19	21	52	46	40	11	18	15
Female	44	1566	36805	100	100	99	511	510	501	20	19	28	20	19	19	39	45	37	22	18	16
Male	54	1599	37936	98	100	99	489	504	493	40	26	35	23	18	18	17	38	33	19	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	30	634	26645	100	100	98	495	495	478	41	32	46	15	20	20	30	34	27	15	14	6
Asian/Pacific Islander	NC	98	1571	NC	100	99	NC	523	521	NC	16	18	NC	16	15	NC	40	38	NC	28	30
American Indian/Alaskan Native	NC	37	4729	NC	90	98	NC	494	468	NC	34	57	NC	20	19	NC	34	19	NC	11	4
White	58	2236	37773	95	100	99	500	511	511	28	18	20	24	18	18	24	44	41	24	19	21
Students with Disabilities	18	358	8801	100	100	100	443	455	448	82	72	75	18	14	13	0	11	10	0	3	2
Students without Disabilities	80	2812	66117	98	99	99	511	512	501	20	18	28	22	19	19	33	44	37	25	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	31	628	29785				476	490	477	54	36	47	21	23	20	18	32	26	7	9	6
Non-Economically Disadvantaged	67	2542	45115				509	511	508	22	19	23	22	17	18	31	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	98	3170	74503	99	100	99	514	522	491	5	4	9	22	22	32	63	61	51	10	12	8
All Students (Prior Year)	89	2940	69001	97	97	96	482	499	490	20	11	17	47	35	37	33	53	45	0	1	1
Female	44	1566	36686	100	100	99	534	535	506	2	3	5	12	17	29	76	66	57	10	14	9
Male	54	1598	37644	98	100	98	497	509	476	8	6	13	29	28	36	54	56	45	10	10	6
African American	NC	156	3677	NC	100	97	NC	515	475	NC	4	12	NC	24	36	NC	63	46	NC	9	5
Hispanic	30	634	26500	100	100	97	496	510	467	4	6	13	41	27	39	48	56	44	7	11	4
Asian/Pacific Islander	NC	98	1566	NC	100	99	NC	537	537	NC	5	5	NC	18	23	NC	63	55	NC	15	18
American Indian/Alaskan Native	NC	37	4695	NC	90	97	NC	507	464	NC	3	14	NC	29	39	NC	62	44	NC	6	3
White	58	2235	37606	95	100	99	519	526	508	7	4	6	14	21	28	69	63	56	10	12	10
Students with Disabilities	18	359	8662	100	100	100	426	437	409	29	24	37	41	42	42	29	32	20	0	2	1
Students without Disabilities	80	2811	65841	98	99	98	533	530	499	0	3	7	17	21	32	71	64	53	12	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	31	629	29587				476	504	465	7	6	14	43	27	40	43	59	43	7	7	4
Non-Economically Disadvantaged	67	2541	44898				530	526	507	5	4	7	12	21	28	72	62	55	11	13	10

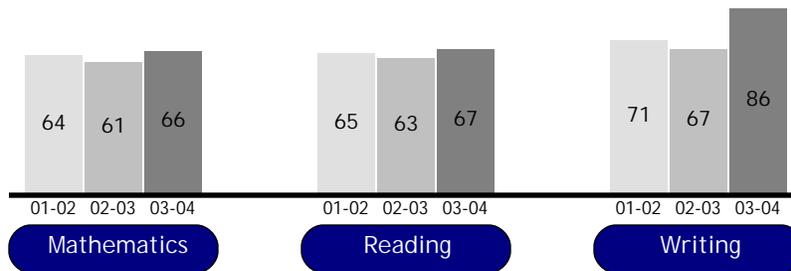
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

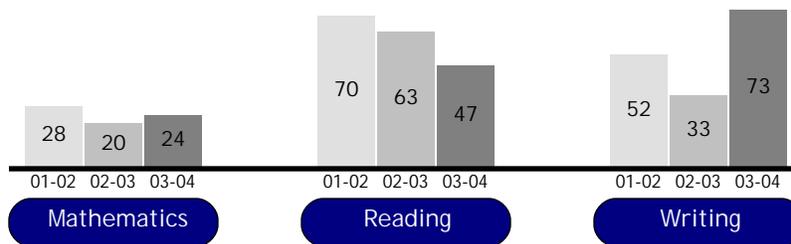
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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	94	60	58	44	100	70	62	50	100	68	NA	58
	Language	94	57	56	39	100	65	57	43	100	70	60	50
	Mathematics	94	79	68	52	99	80	71	57	100	83	72	64
3	Reading	100	59	55	43	100	48	58	47	100	64	NA	55
	Language	100	74	64	50	100	62	66	54	100	72	70	61
	Mathematics	100	76	65	50	100	65	67	54	100	76	71	61
4	Reading	97	53	59	47	97	70	63	52	100	58	NA	56
	Language	97	58	57	45	100	66	59	48	100	59	60	52
	Mathematics	97	67	66	52	100	73	67	57	100	64	69	61
5	Reading	98	55	55	46	100	56	61	50	100	62	NA	55
	Language	100	54	51	43	99	56	56	46	100	61	56	49
	Mathematics	98	68	63	54	100	69	67	57	100	72	67	63
6	Reading	96	56	60	49	99	64	63	53	95	62	NA	56
	Language	95	47	54	42	98	59	58	45	97	48	60	48
	Mathematics	89	66	70	58	100	75	73	62	97	70	75	66
7	Reading	96	58	60	48	100	60	63	51	97	65	NA	54
	Language	96	66	64	51	100	69	69	54	95	73	67	58
	Mathematics	92	79	68	54	100	73	70	58	99	81	68	62
8	Reading	98	58	61	49	100	56	62	53	99	60	NA	55
	Language	98	59	60	46	100	56	62	49	100	64	64	52
	Mathematics	94	77	67	54	99	61	66	58	99	61	69	61

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

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 10 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 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	48.50
Other Professional Staff	2.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	8	4	0	0
7 to 9 years	15	6	0	0
10 or more years	8	6	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 48
 Core academic classes taught by Highly Qualified (NCLB) teachers. 48
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Multipurpose Room
- Ü Library/Two Computer Labs
- Ü Band Room
- Ü Music Room

Extracurricular Activities

- Ü Student Council/National Honor Society
- Ü Chorus/Band
- Ü Art/Chess Club
- Ü Sports Programs 7th and 8th Grades
- Ü MESA Club
- Ü 7th and 8th Grade Athletics

Social Services

- Ü Day Care Provided by City of Peoria
- Ü Health Fair
- Ü Lions Club/Kiwanis Club
- Ü Vision and Hearing Screening
- Ü Intervention Specialist on Campus

ü North Central Association accreditation 1998-2004.

ü Most 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.

Student Activity Rates for School Year 2003-04

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

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	39	53
Grades 3-4	84	65
Grades 4-5	55	70
Grades 5-6	78	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 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

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. The Cheyenne students and staff do practice these procedures at least two times throughout the school year.

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	Eric Gundrum	(623) 487-5100
Transportation Policy	Larry Fahy	(623) 486-6165
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 487-5183
Parent Organization	Linda Bandin	(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 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.

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** 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.