

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	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 Overview

Principal/Administrator : Ms. Linda Miller
 Schedule : 07:30 AM to 03:45 PM
 Grades : Pre-K-8
 2005 Enrollment : 960
 Web Address : cheyenne.peoriaud.k12.az.us/
 Phone Number : (623) 487-5100
 Fax Number : (623) 487-5110
 E-mail : lmiller@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 by the Dual Purpose State Assessment. All grades focus on reading fluency, comprehension strategies and vocabulary acquisition. On-going assessment of reading skills will monitor progress.
- ü All students will improve writing skills evidenced on the Dual Purpose State Assessment. Teachers will use the six trait rubric to instruct pupils on writing more clearly and effectively. Student writing portfolios are assessed using six traits.
- ü All students will improve math skills as evidenced on the Dual Purpose State Assessment and grade level end of the year tests. Teacher's use of benchmarks and state standards will monitor progress to ensure each child masters the essential concepts.
- ü All students will show respect and tolerance of others by participating in a school wide character building program. Students will learn social skills and be rewarded for showing respect, kindness for others, and keeping the campus environment safe.

Enrollment

October 1, 2004 School Year Student Enrollment : 944
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 95

Instructional Programs

- ü NAEYC-accredited Special Ed Preschool
- ü Gifted Program Grades 1-8
- ü Learning Disabled Pull Out/Inclusion 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
- ü Developmental Pre-School

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Cheyenne will provide a safe, secure, and positive learning environment for every child. Safety issues take priority and will be addressed immediately. Continuous communication will occur between parents and teachers about all students' academic and social growth. Parental visitations to classrooms and student events is always welcomed. Parents are encouraged to conference with teachers on any student issues and seek assistance from the administration whenever further intervention is needed.

Parents

Parents should encourage daily student attendance and arrival to school on time. Parents should monitor students' completion of assignments; model an enthusiastic and positive attitude toward learning; attend and participate in school activities including PTSO, Meet the Teacher, Curriculum Night and Parent-Teacher Conferences. Parents should foster respect of rules and property and encourage their children to use good citizenship and decision making skills.

Transportation Policy

Our district generally buses all students who live in our attendance zone and reside 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 R.S. Kellis Administrator of the Year Award	2005
ü Three Pride of Peoria Award Recipients	2005
ü North Central Association Accreditation	2005

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	119	2834	79306	99	100	99	454	448	445	5	7	10	19	15	18	61	57	51	16	20	20
All Students (Prior Year)	99	2724	75509	100	100	100	549	529	521	8	8	13	18	21	23	21	35	33	53	35	31
Female	63	1346	38691	100	100	99	449	453	446	4	6	10	18	14	18	66	60	52	12	20	20
Male	56	1488	40583	98	100	99	458	443	445	6	8	11	19	17	18	56	55	50	19	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	40	655	32869	100	99	99	440	428	429	3	12	15	27	22	25	67	57	51	3	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	62	1898	36197	98	100	99	463	455	463	4	6	5	11	12	11	60	58	53	25	24	31
Students with Disabilities	20	435	10321	100	100	100	424	391	389	17	23	30	33	27	27	44	40	34	6	10	9
Students without Disabilities	99	2404	69060	95	98	98	460	458	454	2	4	7	15	13	17	64	61	54	18	22	22
Limited English Proficient Students	14	226	15509	100	100	100	440	356	406	0	23	20	30	29	30	70	41	45	0	6	5
Migrant Students	NC	NC	118	NC	NC	NA	NC	NC	419	NC	NC	25	NC	NC	21	NC	NC	50	NC	NC	3
Economically Disadvantaged	28	569	39415	82	85	96	430	439	431	12	13	15	28	17	25	52	58	50	8	12	10
Non-Economically Disadvantaged	91	2270	39966	100	100	100	461	450	459	3	6	6	16	15	12	64	57	52	18	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	119	2834	79395	99	0	99	463	458	446	3	4	9	16	18	25	73	64	55	9	13	11
All Students (Prior Year)	99	2724	75492	100	100	100	527	525	519	3	7	12	18	15	16	46	51	47	33	27	24
Female	63	1346	38743	100	0	100	467	469	451	0	3	7	14	14	24	78	68	57	8	16	12
Male	56	1488	40618	98	0	99	459	448	440	6	6	11	17	22	27	67	61	53	10	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	40	655	32915	100	0	99	449	439	426	6	8	15	15	25	35	79	61	47	0	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	62	1898	36221	98	0	99	474	465	465	2	3	4	11	15	15	71	66	63	16	16	17
Students with Disabilities	20	435	10331	100	0	100	436	400	388	17	15	25	28	34	37	50	43	34	6	8	4
Students without Disabilities	99	2404	69139	95	0	99	468	469	454	0	2	7	13	15	24	77	68	58	10	14	11
Limited English Proficient Students	14	226	15545	100	0	100	447	358	399	10	15	21	10	42	42	80	41	35	0	2	1
Migrant Students	NC	NC	120	NC	NC	NA	NC	NC	414	NC	NC	20	NC	NC	45	NC	NC	35	NC	NC	0
Economically Disadvantaged	28	569	39484	82	0	96	442	449	429	4	8	14	32	24	35	64	61	47	0	7	4
Non-Economically Disadvantaged	91	2270	39986	100	0	100	469	460	461	3	3	4	10	16	16	75	65	63	12	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	119	2826	78869	99	100	99	455	453	442	3	3	6	15	17	21	75	70	63	8	10	10
All Students (Prior Year)	98	2706	75053	99	100	99	583	603	597	6	5	7	10	10	12	83	78	72	1	7	9
Female	63	1343	38536	100	100	99	470	474	458	0	1	4	12	9	15	76	75	67	12	14	14
Male	56	1483	40302	98	100	99	440	435	428	6	5	8	17	23	26	73	66	60	4	6	7
African American	NC	149	4015	NC	96	99	NC	443	430	NC	3	8	NC	17	24	NC	71	61	NC	9	7
Hispanic	40	651	32606	100	99	98	451	439	426	3	4	8	24	22	27	64	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	62	1895	36078	98	100	99	458	458	459	2	3	4	13	15	16	78	71	66	7	11	14
Students with Disabilities	20	435	10246	100	100	100	424	386	367	6	8	18	33	37	39	61	48	40	0	7	4
Students without Disabilities	99	2396	68697	95	98	98	461	466	454	2	2	4	11	13	18	77	74	67	10	11	11
Limited English Proficient Students	14	224	15339	100	100	100	435	359	399	10	9	11	20	33	31	60	54	54	10	4	3
Migrant Students	NC	NC	119	NC	NC	NA	NC	NC	402	NC	NC	16	NC	NC	30	NC	NC	53	NC	NC	1
Economically Disadvantaged	28	567	39106	82	85	95	437	444	427	4	4	8	20	22	28	72	68	59	4	5	5
Non-Economically Disadvantaged	91	2264	39837	100	100	100	461	456	457	3	3	4	13	15	14	75	71	67	9	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	82	2918	78906	100	100	99	509	507	498	14	10	13	10	16	19	52	48	48	25	26	20
All Students (Prior Year)	108	2855	76019	100	100	100	525	503	499	4	9	14	30	39	39	16	16	14	50	35	33
Female	39	1425	38644	100	99	99	508	508	500	11	9	12	9	16	19	60	49	49	20	25	19
Male	43	1492	40236	100	100	99	511	507	497	16	11	15	11	16	19	45	46	46	29	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	22	653	31938	100	100	99	497	488	481	21	17	19	5	21	25	58	45	46	16	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	49	1993	36483	100	100	99	512	515	517	9	8	7	13	14	13	51	49	51	27	29	30
Students with Disabilities	13	413	10664	100	100	100	463	435	430	45	32	42	18	29	27	27	29	26	9	10	5
Students without Disabilities	69	2507	68310	99	98	98	517	519	509	8	7	9	8	14	18	56	51	51	27	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	14	573	38679	88	87	96	514	493	483	8	17	20	8	23	25	69	45	45	15	15	10
Non-Economically Disadvantaged	68	2347	40295	100	100	100	508	511	513	15	9	7	10	14	13	48	49	50	27	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	82	2919	78908	100	0	99	487	492	484	11	6	10	23	18	23	60	65	58	5	11	9
All Students (Prior Year)	108	2851	76020	100	100	100	516	506	503	13	18	25	21	22	23	46	45	40	21	14	12
Female	39	1426	38648	100	0	99	489	497	489	9	4	8	17	14	22	74	69	61	0	12	10
Male	43	1492	40233	100	0	99	484	487	479	13	8	12	29	21	25	47	61	55	11	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	22	653	31940	100	0	99	481	473	465	16	11	16	26	27	32	53	57	49	5	5	3
Asian/Pacific Islander	NC	96	1805	NC	0	99	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	49	1994	36502	100	0	99	488	499	502	9	4	4	24	15	14	62	67	67	4	14	15
Students with Disabilities	13	415	10665	100	0	100	445	428	423	45	20	30	27	34	36	27	41	31	0	4	2
Students without Disabilities	69	2506	68312	99	0	98	494	503	493	5	4	7	23	15	21	66	69	62	6	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	14	574	38662	88	0	96	490	481	468	8	9	16	38	29	32	38	57	49	15	5	3
Non-Economically Disadvantaged	68	2347	40315	100	0	100	486	495	498	12	5	5	20	15	15	65	67	66	3	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	82	2920	78750	100	100	99	494	512	500	8	3	6	23	22	29	67	72	63	1	3	2
All Students (Prior Year)	108	2854	75673	100	100	100	579	544	530	3	8	12	11	22	25	82	66	58	4	4	4
Female	39	1427	38586	100	99	99	491	524	515	11	2	4	17	15	22	71	79	71	0	3	3
Male	43	1492	40135	100	100	99	496	499	486	5	4	8	29	29	35	63	65	56	3	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	22	654	31841	100	100	99	483	500	483	16	4	8	11	29	36	74	65	55	0	2	1
Asian/Pacific Islander	NC	96	1802	NC	99	98	NC	527	533	NC	2	2	NC	17	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	NC	41	4586	NC	100	100	NC	485	481	NC	8	8	NC	16	37	NC	76	54	NC	0	1
White	49	1994	36440	100	100	99	499	517	516	4	3	3	29	20	22	64	75	71	2	3	4
Students with Disabilities	13	414	10622	100	100	100	433	436	415	27	10	21	45	47	50	27	42	28	0	1	1
Students without Disabilities	69	2508	68196	99	98	98	504	524	513	5	2	3	19	18	25	74	77	69	2	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	14	574	38558	88	88	96	457	498	485	15	6	8	38	29	37	46	65	54	0	1	1
Non-Economically Disadvantaged	68	2348	40260	100	100	100	502	515	514	7	3	3	20	20	21	72	74	72	2	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	116	3236	78250	99	100	99	568	558	548	10	13	21	13	17	18	62	57	48	14	13	13
All Students (Prior Year)	98	3176	75001	99	100	99	462	476	468	41	27	37	35	43	36	16	21	16	8	10	10
Female	63	1575	38071	100	100	99	574	558	549	7	11	20	7	17	19	71	59	49	15	13	12
Male	53	1658	40126	98	100	99	560	558	547	14	15	23	21	16	17	51	56	46	14	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	31	686	29129	100	100	99	553	543	527	13	19	32	17	23	23	65	50	40	4	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	72	2233	38320	99	100	99	576	563	568	11	11	12	6	15	14	65	59	55	18	15	19
Students with Disabilities	12	371	9329	100	100	100	485	459	454	71	58	64	29	20	18	0	20	16	0	2	2
Students without Disabilities	104	2867	68996	95	99	99	574	570	561	5	7	16	12	16	18	67	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	20	556	33388	87	90	94	543	546	530	22	20	32	22	22	22	50	50	40	6	8	5
Non-Economically Disadvantaged	96	2682	44937	100	100	100	573	561	561	8	11	13	11	16	15	65	59	54	16	14	18

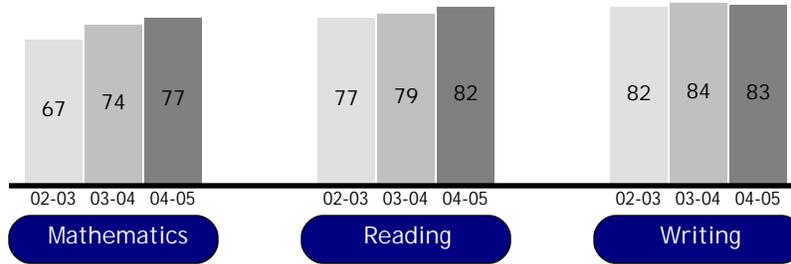
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	3238	78302	99	0	99	529	524	512	6	7	11	13	19	25	78	68	57	3	7	7
All Students (Prior Year)	98	3170	74918	99	100	99	499	507	497	31	22	32	22	18	19	27	42	35	20	18	15
Female	63	1575	38082	100	0	99	539	528	518	2	4	8	11	17	24	84	72	61	4	7	7
Male	53	1660	40166	98	0	99	517	520	507	12	9	14	16	21	26	70	64	54	2	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	31	686	29152	100	0	99	509	510	492	17	12	17	17	25	34	65	58	46	0	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	72	2234	38347	99	0	99	537	528	531	3	5	5	12	17	17	80	70	68	5	7	10
Students with Disabilities	12	371	9353	100	0	100	472	438	429	29	33	40	57	35	38	14	31	22	0	1	1
Students without Disabilities	104	2869	69024	95	0	99	534	535	524	4	3	7	10	17	23	82	72	62	3	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	20	556	33398	87	0	94	498	511	495	28	12	18	17	28	35	56	58	46	0	3	2
Non-Economically Disadvantaged	96	2684	44979	100	0	100	536	527	525	1	5	6	13	17	18	83	70	66	4	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	116	3229	78094	99	100	99	565	561	545	3	2	3	7	11	18	87	86	77	3	2	2
All Students (Prior Year)	98	3170	74503	99	100	99	514	522	491	5	4	9	22	22	32	63	61	51	10	12	8
Female	63	1573	38025	100	100	99	581	569	558	2	1	2	2	6	13	91	91	82	5	2	2
Male	53	1653	40013	98	99	99	544	552	534	5	3	5	14	15	23	81	81	71	0	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	31	685	29068	100	100	99	538	547	523	9	3	5	13	17	27	74	80	67	4	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	72	2228	38265	99	100	99	575	564	564	2	1	2	6	9	11	89	88	84	3	2	3
Students with Disabilities	12	369	9275	100	100	100	497	459	444	14	9	14	43	39	46	43	51	39	0	1	1
Students without Disabilities	104	2862	68892	95	99	98	570	573	559	2	1	2	4	7	14	90	90	82	3	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	20	556	33296	87	90	94	514	547	527	17	2	5	17	19	27	67	78	67	0	1	0
Non-Economically Disadvantaged	96	2675	44871	100	100	100	576	564	559	0	2	2	5	9	12	91	88	84	4	2	3

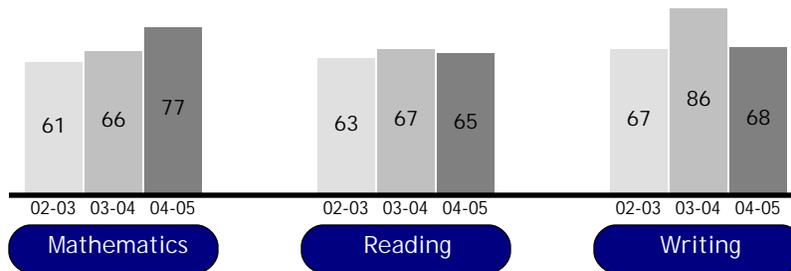
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

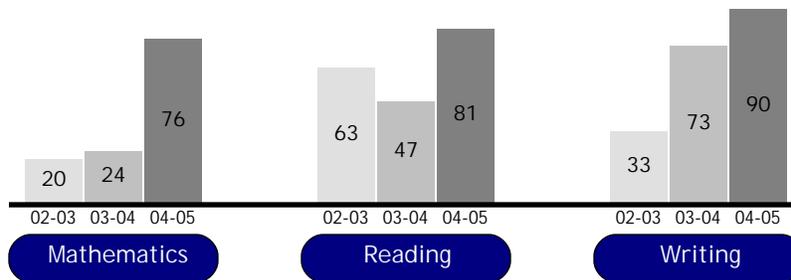
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	70	62	50	100	68	NA	58	96	53	53	47
	Language	100	65	57	43	100	70	60	50	96	54	53	47
	Mathematics	99	80	71	57	100	83	72	64	97	54	53	50
3	Reading	100	48	58	47	100	64	NA	55	99	48	52	44
	Language	100	62	66	54	100	72	70	61	99	52	50	44
	Mathematics	100	65	67	54	100	76	71	61	99	55	55	51
4	Reading	97	70	63	52	100	58	NA	56	97	50	54	48
	Language	100	66	59	48	100	59	60	52	97	49	55	49
	Mathematics	100	73	67	57	100	64	69	61	97	58	58	53
5	Reading	100	56	61	50	100	62	NA	55	100	49	56	50
	Language	99	56	56	46	100	61	56	49	100	50	56	50
	Mathematics	100	69	67	57	100	72	67	63	100	50	52	49
6	Reading	99	64	63	53	95	62	NA	56	97	58	58	51
	Language	98	59	58	45	97	48	60	48	97	52	55	47
	Mathematics	100	75	73	62	97	70	75	66	97	61	59	52
7	Reading	100	60	63	51	97	65	NA	54	98	54	59	50
	Language	100	69	69	54	95	73	67	58	98	57	62	52
	Mathematics	100	73	70	58	99	81	68	62	98	56	57	50
8	Reading	100	56	62	53	99	60	NA	55	99	56	58	51
	Language	100	56	62	49	100	64	64	52	99	54	56	50
	Mathematics	99	61	66	58	99	61	69	61	99	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

- 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 Safe School Environment
- Ü Student Discipline
- Ü Budget
- Ü Facility Issues
- Ü School Curriculum
- Ü School Staffing

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	51.00
Other Professional Staff	2.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	6	8	0	0
7 to 9 years	5	4	0	0
10 or more years	14	13	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	40
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

- Ü Student Council
- Ü Chorus and Band
- Ü Art
- Ü Sports Programs 7th and 8th Grades
- Ü National Junior Honor Society
- Ü 7th and 8th Grade Athletics
- Ü Students Supporting Our Troops
- Ü Chess Club

Social Services

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

ü North Central Association accreditation 1998-2005.

ü Most areas of Terra Nova/AIMS DPA test scores are at or above state and national norms. AIMS test scores are competitive with other district schools and are often higher than other elementaries across the state.

ü We are a Highly Performing School.

ü Received an A+ School Recognition visit in spring of 2005.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	25	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Students and staff participate in monthly fire drills that require the use of different exits. Quarterly meetings are held that address facility and safety issues. We utilize 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 for school year 2004-05 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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Linda Miller	(623) 487-5100
Transportation Policy	Doug King	(623) 486-6165
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 487-5183
Parent Organization	Beth Stanley	(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.

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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** 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.