

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1535 N. Greenfield Road, Gilbert, AZ 85234

Gilbert Unified 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	Performing
2002-03	Highly 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. Michael Fern
 Schedule : 08:00 AM to 04:30 PM
 Grades : Pre-K-6
 2005 Enrollment : 680
 Web Address : www.gilbert.k12.az.us/info/schools/pioneer/pi
 Phone Number : (480) 892-2022
 Fax Number : (480) 813-9010
 E-mail : michael_fern@gilbert.k12.az.us

Mission

Our mission is to concentrate our focus on student growth in all areas and also helping students to develop their innate abilities of becoming lifelong learners. The home/school connection is a vital part in maintaining a positive attitude toward student learning. We will continue to utilize Character Counts Curriculum in the classroom which encourages students to make positive choices in their lives and grow into productive citizens.

School / Academic Goals

- ü Pioneer will continue to improve student growth in the area of writing by focusing on the six traits writing process as measured by the previous AIMS test data and teacher input regarding the greatest student need.
- ü Pioneer will continue to concentrate on student growth in the area of reading by utilizing the Harcourt reading series and Reading Renaissance programs.
- ü Pioneer will focus on maximizing each students achievement in math measured by the AIMS test from the previous year.
- ü Pioneer will teach students to use the tools that will enable them to become better citizens using the Character Counts Pillars.

Enrollment

October 1, 2004 School Year Student Enrollment : 667
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 80

Instructional Programs

- ü On-site Special Education
- ü Gifted
- ü Special Education Preschool
- ü ELL
- ü Title I Math and Language
- ü After School Tutoring
- ü Reading Specialist/Reading Recovery
- ü Elementary Success Program (ESP)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The Pioneer staff is committed in providing students with additional academic support to ensure their growth and success. Highly qualified staff in our Special Education Program, Advanced Learning Program, Title I, and ELL provides these services. The whole staff is trained in the use of SEI strategies to ensure that all second language students are successful in the regular classroom. These teaching strategies are good instructional techniques for all students.

Parents

Parents are partners and are actively involved in school functions. It is the parent's responsibility to ensure that students are prepared to learn by being well-fed and rested; attending school regularly; and being on time and dressed appropriately. Parents are invited to participate in Curriculum Night Orientation. Parents are kept well informed about student progress throughout the year.

Transportation Policy

Approximately 80% of students are bused to and from school on ten buses. Special needs students are transported on smaller buses. Vans transport Pioneer students to and from several private child care facilities. Child care is available on campus before and after school through our VIK Program.

School Honors

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

Award/Honor	Year
ü Chess Club Placed Sixth in the Nation	2002
ü Reading Renaissance Master School	2003
ü Reading Renaissance Master School	2004
ü Reading Renaissance Master School	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	100	2879	79306	99	100	99	461	478	445	4	2	10	8	8	18	48	50	51	40	40	20
All Students (Prior Year)	88	2770	75509	97	100	100	516	541	521	10	6	13	23	17	23	45	35	33	22	42	31
Female	46	1409	38691	100	100	99	460	475	446	7	3	10	5	8	18	53	53	52	35	37	20
Male	54	1470	40583	98	100	99	462	481	445	2	2	11	10	8	18	43	48	50	45	43	21
African American	NC	119	4041	NC	100	99	NC	453	426	NC	6	17	NC	15	23	NC	59	50	NC	20	10
Hispanic	11	468	32869	92	100	99	363	456	429	10	4	15	30	14	25	40	57	51	20	24	10
Asian/Pacific Islander	NC	137	1935	NC	98	99	NC	494	474	NC	1	3	NC	2	9	NC	49	48	NC	48	40
American Indian/Alaskan Native	NC	28	4264	NC	100	100	NC	468	419	NC	0	19	NC	8	30	NC	56	45	NC	36	6
White	80	2127	36197	100	100	99	471	483	463	4	2	5	4	6	11	51	48	53	41	44	31
Students with Disabilities	18	380	10321	100	100	100	349	433	389	20	12	30	27	20	27	33	50	34	20	18	9
Students without Disabilities	82	2499	69060	98	99	98	483	485	454	1	1	7	4	6	17	51	50	54	44	43	22
Limited English Proficient Students	NC	122	15509	NC	100	100	NC	409	406	NC	6	20	NC	25	30	NC	55	45	NC	14	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	21	581	39415	100	100	96	452	459	431	11	5	15	11	13	25	44	57	50	33	25	10
Non-Economically Disadvantaged	79	2298	39966	93	89	100	463	483	459	3	2	6	7	6	12	49	49	52	42	43	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	100	2877	79395	99	0	99	463	475	446	0	1	9	14	13	25	67	66	55	18	20	11
All Students (Prior Year)	88	2774	75492	97	100	100	524	533	519	6	4	12	13	11	16	56	50	47	24	35	24
Female	46	1408	38743	100	0	100	467	479	451	0	1	7	9	10	24	70	67	57	21	22	12
Male	54	1469	40618	98	0	99	459	471	440	0	1	11	18	15	27	65	66	53	16	18	9
African American	NC	119	4052	NC	0	100	NC	455	434	NC	3	11	NC	26	29	NC	63	54	NC	8	6
Hispanic	11	468	32915	92	0	99	371	454	426	0	2	15	30	23	35	50	66	47	20	9	4
Asian/Pacific Islander	NC	137	1936	NC	0	99	NC	485	468	NC	1	3	NC	8	14	NC	66	63	NC	25	19
American Indian/Alaskan Native	NC	28	4271	NC	0	100	NC	471	420	NC	0	15	NC	12	42	NC	68	41	NC	20	2
White	80	2125	36221	100	0	99	471	480	465	0	1	4	14	10	15	70	67	63	16	22	17
Students with Disabilities	18	379	10331	100	0	100	347	432	388	0	5	25	60	34	37	40	55	34	0	6	4
Students without Disabilities	82	2498	69139	98	0	99	485	481	454	0	1	7	5	9	24	73	68	58	22	22	11
Limited English Proficient Students	NC	122	15545	NC	0	100	NC	405	399	NC	6	21	NC	39	42	NC	54	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	21	581	39484	100	0	96	459	458	429	0	3	14	17	22	35	78	64	47	6	10	4
Non-Economically Disadvantaged	79	2296	39986	93	0	100	464	479	461	0	1	4	14	10	16	65	67	63	22	22	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	99	2876	78869	98	100	99	450	468	442	3	3	6	14	12	21	71	70	63	12	15	10
All Students (Prior Year)	89	2766	75053	98	99	99	581	615	597	4	5	7	14	8	12	78	76	72	4	10	9
Female	46	1409	38536	100	100	99	467	480	458	2	2	4	14	8	15	63	71	67	21	20	14
Male	53	1467	40302	96	100	99	435	455	428	4	4	8	14	16	26	78	69	60	4	11	7
African American	NC	120	4015	NC	100	99	NC	451	430	NC	5	8	NC	12	24	NC	73	61	NC	9	7
Hispanic	11	468	32606	92	100	98	372	451	426	0	3	8	20	17	27	60	68	60	20	12	5
Asian/Pacific Islander	NC	136	1925	NC	97	99	NC	487	471	NC	2	3	NC	7	11	NC	69	64	NC	23	22
American Indian/Alaskan Native	NC	28	4245	NC	100	100	NC	474	423	NC	0	9	NC	8	26	NC	84	61	NC	8	4
White	79	2124	36078	99	100	99	454	470	459	4	2	4	14	11	16	70	70	66	12	16	14
Students with Disabilities	17	380	10246	100	100	100	332	408	367	7	9	18	33	33	39	53	54	40	7	3	4
Students without Disabilities	82	2496	68697	98	99	98	473	477	454	3	2	4	10	9	18	74	73	67	13	17	11
Limited English Proficient Students	NC	122	15339	NC	100	100	NC	412	399	NC	4	11	NC	20	31	NC	70	54	NC	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	20	580	39106	100	100	95	450	449	427	0	4	8	33	18	28	56	70	59	11	7	5
Non-Economically Disadvantaged	79	2296	39837	93	89	100	450	472	457	4	2	4	9	11	14	74	70	67	12	17	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	109	2914	78906	100	100	99	527	525	498	7	4	13	7	10	19	53	52	48	33	33	20
All Students (Prior Year)	81	2691	76019	100	100	100	516	512	499	3	7	14	34	35	39	20	17	14	43	41	33
Female	54	1440	38644	98	100	99	521	526	500	6	4	12	6	10	19	59	54	49	29	33	19
Male	54	1473	40236	100	99	99	534	524	497	8	5	15	8	11	19	47	51	46	38	33	20
African American	NC	137	4087	NC	97	99	NC	501	481	NC	9	20	NC	20	24	NC	56	45	NC	15	11
Hispanic	20	488	31938	100	100	99	510	508	481	0	7	19	22	17	25	56	56	46	22	21	10
Asian/Pacific Islander	NC	121	1805	NC	98	98	NC	552	536	NC	3	5	NC	5	8	NC	39	45	NC	54	42
American Indian/Alaskan Native	--	23	4593	--	100	100	--	513	467	--	0	26	--	14	29	--	71	39	--	14	6
White	78	2145	36483	100	100	99	531	529	517	8	4	7	3	8	13	53	52	51	37	36	30
Students with Disabilities	13	376	10664	100	100	100	457	461	430	38	23	42	31	27	27	31	41	26	0	8	5
Students without Disabilities	96	2538	68310	99	99	98	537	535	509	2	1	9	3	8	18	57	54	51	38	37	22
Limited English Proficient Students	NC	92	12573	NC	100	100	NC	425	454	NC	17	27	NC	25	30	NC	49	38	NC	10	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	23	588	38679	100	100	96	508	507	483	5	9	20	10	18	25	71	54	45	14	20	10
Non-Economically Disadvantaged	86	2326	40295	88	89	100	532	529	513	7	3	7	6	8	13	49	52	50	38	36	30

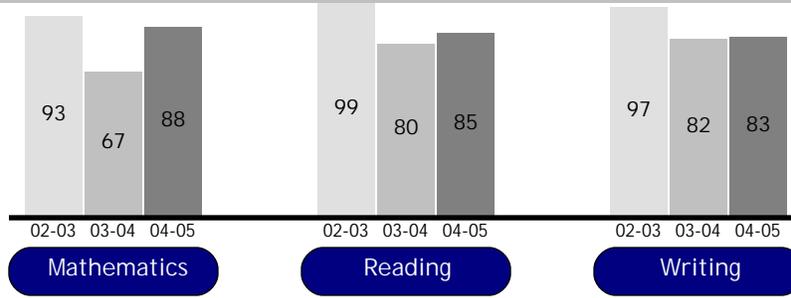
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2914	78908	100	0	99	515	507	484	2	3	10	10	13	23	66	68	58	22	16	9
All Students (Prior Year)	81	2700	76020	100	100	100	511	511	503	7	13	25	17	20	23	64	50	40	12	17	12
Female	54	1439	38648	98	0	99	519	513	489	2	2	8	10	11	22	63	68	61	25	20	10
Male	54	1474	40233	100	0	99	512	501	479	2	4	12	9	15	25	70	69	55	19	13	8
African American	NC	136	4092	NC	0	99	NC	482	473	NC	9	12	NC	24	28	NC	56	54	NC	11	5
Hispanic	20	489	31940	100	0	99	522	493	465	0	5	16	6	18	32	67	70	49	28	7	3
Asian/Pacific Islander	NC	121	1805	NC	0	98	NC	515	507	NC	5	4	NC	9	13	NC	62	65	NC	24	18
American Indian/Alaskan Native	--	23	4569	--	0	100	--	502	457	--	0	18	--	10	39	--	86	41	--	5	2
White	78	2145	36502	100	0	99	516	511	502	1	2	4	11	11	14	66	69	67	22	18	15
Students with Disabilities	13	375	10665	100	0	100	454	450	423	15	15	30	62	36	36	15	45	31	8	4	2
Students without Disabilities	96	2539	68312	99	0	98	523	516	493	0	1	7	3	9	21	73	72	62	24	18	10
Limited English Proficient Students	NC	93	12556	NC	0	100	NC	403	436	NC	17	24	NC	31	40	NC	50	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	23	589	38662	100	0	96	502	491	468	0	6	16	14	22	32	76	65	49	10	8	3
Non-Economically Disadvantaged	86	2325	40315	88	0	100	518	511	498	2	2	5	10	11	15	63	69	66	25	18	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	109	2917	78750	100	100	99	525	520	500	3	3	6	20	20	29	76	75	63	1	3	2
All Students (Prior Year)	81	2697	75673	100	100	100	568	555	530	5	7	12	14	20	25	78	66	58	3	6	4
Female	54	1439	38586	98	100	99	538	534	515	0	2	4	18	13	22	80	82	71	2	4	3
Male	54	1477	40135	100	100	99	512	507	486	6	4	8	23	27	35	72	68	56	0	2	1
African American	NC	136	4081	NC	96	99	NC	505	488	NC	4	8	NC	29	32	NC	65	59	NC	3	2
Hispanic	20	490	31841	100	100	99	518	512	483	0	3	8	17	24	36	83	71	55	0	1	1
Asian/Pacific Islander	NC	121	1802	NC	98	98	NC	534	533	NC	4	2	NC	15	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	--	23	4586	--	100	100	--	524	481	--	0	8	--	5	37	--	95	54	--	0	1
White	78	2147	36440	100	100	99	530	522	516	3	3	3	20	19	22	76	76	71	1	3	4
Students with Disabilities	13	377	10622	100	100	100	432	446	415	23	13	21	54	50	50	23	38	28	0	0	1
Students without Disabilities	96	2540	68196	99	99	98	538	531	513	0	1	3	15	15	25	84	80	69	1	3	3
Limited English Proficient Students	NC	93	12504	NC	100	100	NC	427	451	NC	8	12	NC	39	44	NC	53	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	23	588	38558	100	100	96	503	507	485	5	5	8	38	28	37	57	66	54	0	1	1
Non-Economically Disadvantaged	86	2329	40260	88	89	100	530	523	514	2	3	3	15	18	21	81	77	72	1	3	4

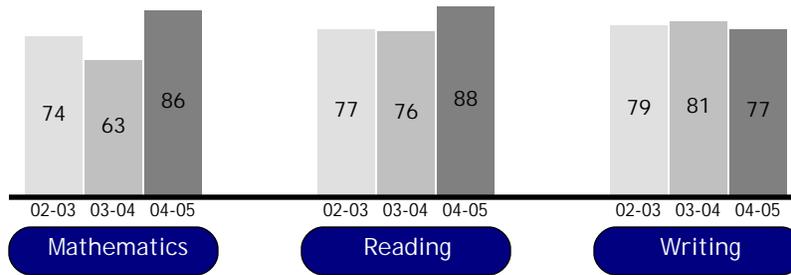
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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	99	66	68	50	99	67	NA	58	97	59	61	47
	Language	99	53	62	43	100	63	63	50	97	59	60	47
	Mathematics	99	59	72	57	100	65	76	64	98	56	63	50
3	Reading	100	76	67	47	95	65	NA	55	96	60	60	44
	Language	100	79	72	54	95	66	76	61	96	58	57	44
	Mathematics	100	74	70	54	96	64	72	61	96	64	65	51
4	Reading	100	77	73	52	96	83	NA	56	100	63	61	48
	Language	100	71	66	48	96	76	66	52	100	62	60	49
	Mathematics	100	72	74	57	96	80	73	61	100	66	68	53
5	Reading	100	66	69	50	99	78	NA	55	100	64	63	50
	Language	100	59	63	46	99	72	63	49	100	63	62	50
	Mathematics	100	77	76	57	99	85	77	63	100	62	62	49
6	Reading	99	63	69	53	99	71	NA	56	100	65	64	51
	Language	100	56	63	45	99	64	64	48	100	59	62	47
	Mathematics	100	73	80	62	99	79	81	66	100	67	69	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum Development
- Ü Home/School Communication
- Ü Outdoor Education
- Ü Career Education
- Ü Multicultural Activities
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	43.34
Other Professional Staff	3.75	Teacher Aide	24.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Art/Science Lab
- Ü Reading Lab

Extracurricular Activities

- Ü Garden Club
- Ü Oceanography Club
- Ü Chess Club
- Ü Fiddle Club
- Ü Track Club
- Ü Science Camp
- Ü Mathletes
- Ü Exchange City

Social Services

- Ü Social Worker
- Ü Junior Achievement Program
- Ü Before/After School Care
- Ü Health Services/Registered Nurse

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Pioneer was recognized as a Master School in Reading Renaissance for 100% participation, school wide growth on the STAR reading test, 90% of students achieving their reading goal, and 85% of students averaging 90% or better on all AR reading tests.

- ü Library circulation has dramatically increased since the inception of Accelerator Reading/Reading Renaissance and is among the highest in the district.
Pioneer has received Master School Recognition the past 3 years.

- ü Pioneer was designated as meeting the standards school by Arizona Learns in October 2004.

- ü Our Performing Arts Program has been recongnized throughout the district as excellent.

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	7	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	2	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

A safe and orderly learning environment is maintained. Fair and consistent school and district behavior guidelines are established. Students learn responsible behavior with the Character Counts Program. A Responsibility Center helps students to set and meet behavior goals. An emphasis is placed on nutrition and healthy eating habits to ensure a more successful learning environment.

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	Ms. Michael Fern	(480) 892-2022
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Kris Williams	(480) 892-2022
School Nutrition Programs	Deb McCarron	(480) 497-3370
Parent Organization	Lindsay Coleman	(480) 892-2022
Student Health/Nurse	Laura Sakshaug	(480) 892-2022

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.