

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Highly Performing
2003-04	Performing

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

### School Overview

Principal/Administrator : Ms. Michael S Fern  
 Schedule : 08:00 AM to 04:30 PM  
 Grades : Pre-K-6  
 Web Address : [www.gilbert.k12.az.us/info/schools/pioneer/pi](http://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](mailto:michael_fern@gilbert.k12.az.us)

### Mission

Our mission is to concentrate our efforts on student growth in all content areas and to help students to develop their innate abilities of becoming lifelong learners. The home/school connection is a vital part of working together to improve student learning. We will continue to utilize Character Counts Curriculum in the classroom that encourages students to make positive choices in their lives and grow into productive citizens.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

### School / Academic Goals

- ü Pioneer staff will continue to improve student growth in the area of writing focusing on the Six + 1 Traits Writing Traits. Teachers will work together to assess students writing on a monthly basis to monitor and adjust instruction accordingly.
- ü Pioneer will continue to concentrate on student growth in the area of reading by utilizing the Harcourt reading series and Reading Renaissance programs. Tungsten will be implemented on a monthly basis to monitor student progress to drive instruction.
- ü Pioneer staff will focus on maximizing students achievement in math by analyzing the previous year of the AIMS tests scores. Teachers will utilize data to develop specific instructional strategies for continous student growth.
- ü Pioneer staff will continue to model and teach students about the Character Counts Pillars. Students will practice and discuss the Chararcters on a regular basis in classroom meetings to problem solve and enable them to become better citizens.

### Enrollment

October 1, 2005 School Year Student Enrollment : 679  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 80

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/9/2005
Last Day of School :	5/24/2006

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 currently being trained in the use of SEI strategies to ensure that all second language students are successful in the regular classroom. These researched based 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 through the use of student agendas. Parents also receive mid-term reports throughout the school 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
• Chess Club Placed Sixth in the Nation	2002
• Reading Renaissance Master School	2003
• Reading Renaissance Master School	2004
• 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	98	2749	80010	100	98	99	464	475	447	5	4	10	14	9	18	49	50	53	32	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1307	38935	100	99	99	464	474	447	7	4	9	7	8	19	56	51	55	29	37	17
Male	57	1442	40974	100	98	98	464	476	448	4	3	11	19	9	18	44	50	52	33	38	19
African American	NC	127	4201	NC	99	99	NC	452	430	NC	9	17	NC	14	23	NC	57	51	NC	19	9
Hispanic	14	460	34545	100	98	99	454	456	432	NA	4	14	7	13	24	64	65	53	29	19	9
Asian/Pacific Islander	NC	110	2068	NC	99	99	NC	481	474	NC	5	4	NC	8	10	NC	44	50	NC	43	36
American Indian/Alaskan Native	NC	23	3979	NC	88	96	NC	462	424	NC	NA	17	NC	13	30	NC	65	47	NC	22	6
White	75	2029	35142	100	99	99	467	481	465	5	3	5	16	7	11	47	47	56	32	43	28
Students with Disabilities	23	414	10161	100	93	93	421	440	419	22	16	28	43	27	28	30	39	36	4	18	8
Students without Disabilities	75	2335	69849	100	100	100	477	481	451	NA	1	7	5	5	17	55	52	56	40	41	19
Limited English Proficient Students	--	99	14013	--	95	97	--	429	413	--	12	24	--	24	34	--	59	39	--	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	23	583	39029	100	97	98	439	454	432	13	6	14	17	15	25	57	60	52	13	19	9
Non-Economically Disadvantaged	75	2166	40981	100	99	100	471	481	462	3	3	6	13	7	13	47	47	54	37	43	27

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	93	2707	79438	95	97	98	476	480	451	3	3	9	13	12	24	61	62	56	23	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1290	38775	95	98	99	488	487	457	NA	2	7	8	9	22	64	61	58	28	27	13
Male	54	1417	40560	95	96	97	468	474	446	6	3	12	17	14	25	59	62	54	19	20	9
African American	NC	125	4178	NC	98	98	NC	458	439	NC	6	13	NC	25	29	NC	59	52	NC	10	6
Hispanic	14	455	34297	100	97	98	476	464	434	NA	5	14	7	16	31	86	69	50	7	10	5
Asian/Pacific Islander	NC	109	2063	NC	98	99	NC	482	475	NC	3	3	NC	13	15	NC	56	63	NC	28	20
American Indian/Alaskan Native	NC	22	3940	NC	85	95	NC	469	429	NC	9	14	NC	5	36	NC	68	47	NC	18	3
White	70	1996	34887	93	97	98	478	485	471	3	2	4	13	10	15	59	61	63	26	27	18
Students with Disabilities	18	373	9588	78	84	88	428	445	416	17	13	30	39	31	32	39	46	34	6	9	5
Students without Disabilities	75	2334	69850	100	99	100	488	485	456	NA	1	7	7	9	23	67	64	59	27	25	12
Limited English Proficient Students	--	98	13856	--	94	96	--	423	407	--	17	27	--	37	43	--	43	29	--	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	22	573	38685	96	96	97	462	461	435	9	5	14	18	20	32	55	65	50	18	11	5
Non-Economically Disadvantaged	71	2134	40753	95	97	99	481	485	467	1	2	5	11	10	16	63	61	62	24	27	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	97	2749	79971	99	98	99	432	448	423	7	3	8	32	28	41	59	64	49	2	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1307	38974	100	99	99	456	461	437	5	3	5	22	20	33	68	70	57	5	7	4
Male	56	1442	40895	98	98	98	414	436	410	9	4	10	39	35	47	52	58	41	NA	3	2
African American	NC	126	4203	NC	98	99	NC	429	411	NC	7	11	NC	33	45	NC	57	43	NC	2	2
Hispanic	14	461	34481	100	98	99	450	436	410	NA	4	10	29	33	46	71	61	43	NA	2	1
Asian/Pacific Islander	NC	109	2067	NC	98	99	NC	457	449	NC	3	4	NC	26	28	NC	61	60	NC	11	8
American Indian/Alaskan Native	NC	23	3995	NC	88	96	NC	426	409	NC	NA	10	NC	57	47	NC	43	42	NC	NA	1
White	74	2030	35150	99	99	99	431	451	437	8	3	5	31	26	35	58	66	56	3	5	5
Students with Disabilities	22	412	10258	96	93	94	370	407	377	27	13	23	55	50	51	18	35	25	NA	2	1
Students without Disabilities	75	2337	69713	100	100	100	450	455	429	1	2	5	25	24	39	71	69	52	3	5	3
Limited English Proficient Students	--	99	13985	--	95	97	--	405	382	--	6	18	--	58	54	--	36	27	--	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	23	585	38994	100	98	98	420	430	409	9	5	10	39	39	47	52	53	41	NA	2	1
Non-Economically Disadvantaged	74	2164	40977	99	99	100	435	453	437	7	3	5	30	25	34	61	67	56	3	6	5

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

4th 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	97	2846	80147	100	98	99	508	511	482	8	3	11	7	6	17	40	49	49	44	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1386	39281	100	98	99	498	511	483	9	3	9	9	5	17	40	51	50	42	41	24
Male	54	1458	40780	100	98	98	515	511	482	7	3	12	6	8	17	41	48	48	46	42	24
African American	NC	123	4249	NC	96	99	NC	488	464	NC	7	17	NC	17	22	NC	58	48	NC	19	13
Hispanic	12	468	33494	100	96	99	480	493	466	25	5	15	NA	12	23	50	56	49	25	27	14
Asian/Pacific Islander	NC	156	2103	NC	100	99	NC	525	515	NC	3	4	NC	4	8	NC	38	44	NC	55	45
American Indian/Alaskan Native	NC	25	4117	NC	96	96	NC	493	456	NC	8	19	NC	4	27	NC	60	46	NC	28	8
White	75	2074	36122	100	98	99	510	516	501	7	2	5	7	5	10	40	48	50	47	45	35
Students with Disabilities	19	371	10295	100	88	92	437	467	443	37	16	33	26	22	26	37	47	33	NA	14	8
Students without Disabilities	78	2475	69852	100	100	100	524	518	488	1	1	7	3	4	16	41	49	51	55	46	26
Limited English Proficient Students	NC	84	12722	NC	94	97	NC	465	441	NC	10	27	NC	29	33	NC	51	37	NC	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	24	592	38371	100	96	97	483	490	465	13	6	15	21	13	23	46	56	49	21	25	13
Non-Economically Disadvantaged	73	2254	41776	100	99	100	515	517	498	7	2	6	3	5	11	38	47	49	52	46	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	2812	79686	97	97	98	503	499	470	4	2	11	11	11	24	64	70	57	21	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1376	39163	95	97	99	511	504	475	5	2	9	7	8	22	61	70	60	27	20	10
Male	53	1434	40438	98	96	97	497	494	465	4	2	13	13	13	25	66	70	54	17	14	7
African American	NC	122	4228	NC	95	98	NC	482	458	NC	6	15	NC	18	28	NC	66	53	NC	10	4
Hispanic	12	463	33299	100	95	98	478	481	452	17	5	17	8	18	32	67	68	47	8	8	3
Asian/Pacific Islander	NC	154	2097	NC	99	99	NC	503	490	NC	1	5	NC	11	13	NC	73	68	NC	15	14
American Indian/Alaskan Native	NC	25	4087	NC	96	96	NC	482	446	NC	NA	16	NC	16	38	NC	84	44	NC	NA	2
White	72	2048	35914	96	97	98	506	503	489	3	1	5	11	8	15	63	71	67	24	20	14
Students with Disabilities	16	338	9808	84	80	87	436	467	432	25	9	35	38	30	32	38	53	30	NA	7	3
Students without Disabilities	78	2474	69878	100	100	100	516	503	475	NA	1	8	5	8	23	69	73	61	26	18	9
Limited English Proficient Students	NC	83	12594	NC	93	96	NC	448	422	NC	16	34	NC	39	45	NC	42	21	NC	4	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	23	581	38095	96	94	97	494	481	452	4	5	17	22	20	32	52	66	48	22	9	3
Non-Economically Disadvantaged	71	2231	41591	97	98	99	506	503	486	4	1	6	7	8	16	68	71	65	21	19	13

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	97	2875	80372	100	99	99	491	497	475	4	2	4	20	16	30	72	77	64	4	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1406	39452	100	99	99	499	508	488	2	1	3	16	12	22	79	81	72	2	7	3
Male	54	1467	40836	100	98	98	485	487	464	6	3	6	22	21	37	67	74	56	6	3	1
African American	NC	125	4264	NC	98	99	NC	485	465	NC	2	5	NC	22	35	NC	74	59	NC	2	1
Hispanic	12	477	33608	100	98	99	498	486	462	NA	3	6	25	18	36	67	77	57	8	3	1
Asian/Pacific Islander	NC	156	2098	NC	100	99	NC	508	500	NC	3	2	NC	12	16	NC	74	75	NC	11	7
American Indian/Alaskan Native	NC	26	4128	NC	100	97	NC	497	464	NC	NA	4	NC	23	39	NC	73	56	NC	4	1
White	75	2091	36213	100	99	99	490	499	489	4	1	2	21	16	22	72	78	72	3	5	3
Students with Disabilities	19	401	10526	100	95	94	431	452	427	11	7	15	58	45	53	32	47	31	NA	1	1
Students without Disabilities	78	2474	69846	100	100	100	505	504	482	3	1	3	10	12	26	82	82	69	5	5	2
Limited English Proficient Students	NC	87	12747	NC	98	97	NC	446	432	NC	10	12	NC	34	52	NC	55	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	24	604	38521	100	98	98	470	479	461	8	3	6	21	25	38	71	70	55	NA	1	1
Non-Economically Disadvantaged	73	2271	41851	100	99	100	498	502	489	3	1	3	19	14	22	73	79	72	5	5	4

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	86	2841	79306	100	99	99	521	529	504	6	5	13	3	11	20	72	52	49	19	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1394	38845	100	99	99	520	531	505	3	4	11	3	12	20	79	52	50	15	33	18
Male	53	1446	40383	100	99	98	522	528	504	8	5	14	4	11	19	68	53	47	21	31	19
African American	NC	119	4171	NC	98	98	NC	495	485	NC	11	20	NC	22	26	NC	55	44	NC	13	10
Hispanic	15	450	32673	100	99	99	504	509	487	13	7	18	NA	17	25	87	59	46	NA	17	10
Asian/Pacific Islander	NC	135	2147	NC	100	99	NC	548	539	NC	3	5	NC	6	10	NC	44	46	NC	47	40
American Indian/Alaskan Native	--	20	4034	--	100	97	--	539	479	--	10	22	--	NA	29	--	45	43	--	45	7
White	61	2116	36234	100	99	99	527	534	523	3	4	6	3	10	13	69	51	52	25	35	28
Students with Disabilities	11	358	10286	100	94	91	460	483	462	45	24	41	9	29	27	45	35	27	NA	12	5
Students without Disabilities	75	2483	69020	100	100	100	530	536	510	NA	2	9	3	8	18	76	55	52	21	35	21
Limited English Proficient Students	NC	73	10291	NC	99	96	NC	481	458	NC	18	38	NC	33	34	NC	44	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	22	556	37437	100	97	97	511	505	486	9	10	19	5	18	26	77	55	46	9	16	9
Non-Economically Disadvantaged	64	2285	41869	100	100	100	524	535	521	5	3	7	3	9	14	70	52	51	22	36	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	2799	79000	97	98	98	511	514	489	NA	2	10	13	12	24	73	69	58	13	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1385	38774	97	98	99	510	520	494	NA	2	7	9	9	22	75	69	61	16	20	10
Male	51	1413	40150	96	97	98	511	509	485	NA	3	12	16	14	25	73	69	55	12	14	8
African American	NC	115	4153	NC	94	98	NC	490	476	NC	3	13	NC	28	30	NC	62	53	NC	7	4
Hispanic	14	435	32508	93	96	98	504	498	472	NA	4	15	21	19	33	64	69	49	14	8	3
Asian/Pacific Islander	NC	133	2142	NC	99	99	NC	521	510	NC	3	4	NC	8	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	--	19	4016	--	95	96	--	515	467	--	5	14	--	5	37	--	74	46	--	16	2
White	60	2096	36135	98	98	98	512	519	508	NA	2	4	12	10	14	77	69	67	12	19	15
Students with Disabilities	NC	315	9991	NC	83	88	NC	477	449	NC	13	33	NC	33	36	NC	46	29	NC	8	2
Students without Disabilities	75	2484	69009	100	100	100	516	519	495	NA	1	6	8	9	22	77	72	62	15	18	10
Limited English Proficient Students	NC	72	10199	NC	97	95	NC	462	439	NC	15	35	NC	44	47	NC	40	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	20	534	37234	91	93	97	502	494	472	NA	4	15	20	21	33	70	68	50	10	7	3
Non-Economically Disadvantaged	63	2265	41766	98	99	99	513	519	505	NA	2	5	11	10	16	75	69	65	14	19	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	86	2841	79611	100	99	99	513	515	496	1	3	7	31	27	37	67	69	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1396	39016	100	99	99	528	531	511	NA	1	4	21	17	29	79	80	66	NA	1	1
Male	53	1444	40519	100	99	98	504	500	482	2	4	10	38	37	44	60	59	46	NA	0	0
African American	NC	119	4188	NC	98	98	NC	495	486	NC	4	9	NC	37	40	NC	59	50	NC	NA	0
Hispanic	15	448	32855	100	99	99	497	501	481	7	5	10	40	32	43	53	63	47	NA	NA	0
Asian/Pacific Islander	NC	134	2149	NC	99	100	NC	519	519	NC	6	4	NC	19	24	NC	73	70	NC	2	2
American Indian/Alaskan Native	--	20	3992	--	100	96	--	518	478	--	5	10	--	20	46	--	70	44	--	5	0
White	61	2119	36380	100	99	99	519	519	511	NA	2	4	28	27	30	72	71	65	NA	1	1
Students with Disabilities	11	357	10664	100	94	94	445	460	440	9	13	23	82	57	54	9	29	22	NA	0	1
Students without Disabilities	75	2484	68947	100	100	100	523	523	504	NA	1	4	24	23	34	76	75	61	NA	1	1
Limited English Proficient Students	NC	74	10362	NC	100	97	NC	471	438	NC	11	22	NC	59	57	NC	30	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	22	555	37626	100	97	98	498	494	479	5	6	10	45	38	45	50	55	45	NA	1	0
Non-Economically Disadvantaged	64	2286	41985	100	100	100	519	520	511	NA	2	4	27	25	30	73	73	65	NA	1	1

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

6th 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	112	2911	79327	99	98	98	537	548	518	11	7	19	15	10	20	49	56	46	25	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1431	38961	98	98	98	532	548	520	10	6	16	18	9	20	50	57	48	22	28	16
Male	62	1480	40295	100	98	97	541	547	516	11	7	21	13	10	19	48	54	44	27	28	16
African American	NC	141	4247	NC	98	98	NC	530	499	NC	10	27	NC	16	24	NC	56	41	NC	18	8
Hispanic	22	493	32327	96	96	98	523	529	499	14	10	27	18	16	25	50	57	41	18	17	8
Asian/Pacific Islander	NC	120	1939	NC	99	99	NC	574	556	NC	3	6	NC	7	10	NC	48	47	NC	43	36
American Indian/Alaskan Native	--	28	4391	--	97	96	--	539	489	--	4	32	--	11	27	--	68	36	--	18	4
White	81	2129	36373	100	99	98	541	552	538	9	6	10	16	8	14	47	56	52	28	31	25
Students with Disabilities	18	360	9321	100	89	87	460	493	467	56	36	54	39	23	22	6	33	21	NA	8	3
Students without Disabilities	94	2551	70006	99	100	100	552	555	524	2	2	14	11	8	19	57	59	49	30	31	18
Limited English Proficient Students	NC	47	9431	NC	96	95	NC	486	466	NC	34	53	NC	28	27	NC	36	18	NC	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	22	588	37097	96	95	97	509	527	498	14	12	27	36	18	25	41	54	41	9	17	7
Non-Economically Disadvantaged	90	2323	42230	100	99	99	544	553	535	10	5	11	10	7	15	51	56	50	29	31	24

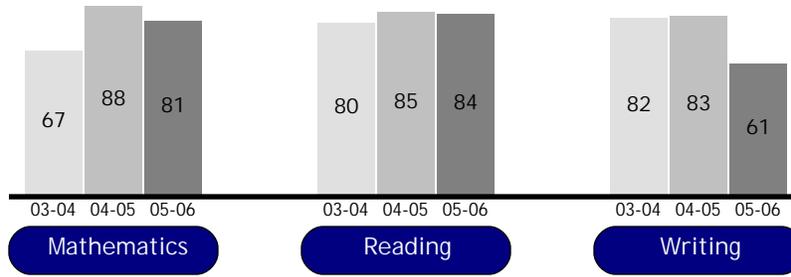
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2886	79501	95	97	98	524	523	497	NA	3	10	15	11	25	75	78	60	10	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1426	39062	96	98	99	525	527	502	NA	2	8	16	8	23	71	80	64	12	10	5
Male	58	1460	40368	94	97	98	523	518	491	NA	3	13	14	13	27	78	77	57	9	6	3
African American	NC	141	4279	NC	98	99	NC	511	485	NC	3	14	NC	20	30	NC	74	54	NC	4	2
Hispanic	22	489	32389	96	96	98	509	509	478	NA	5	16	23	18	34	73	73	48	5	4	1
Asian/Pacific Islander	NC	119	1936	NC	98	99	NC	531	519	NC	2	3	NC	8	14	NC	78	73	NC	13	9
American Indian/Alaskan Native	--	28	4401	--	97	96	--	518	473	--	4	17	--	4	40	--	86	43	--	7	1
White	77	2109	36446	95	98	99	528	526	516	NA	2	4	13	9	15	74	80	73	13	9	7
Students with Disabilities	13	335	9411	72	83	88	468	480	453	NA	16	36	69	35	36	31	48	26	NA	1	1
Students without Disabilities	94	2551	70090	99	100	100	531	528	502	NA	1	7	7	8	24	81	82	65	12	9	5
Limited English Proficient Students	NC	46	9401	NC	94	94	NC	456	443	NC	33	40	NC	43	46	NC	22	14	NC	2	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	21	581	37183	91	94	97	505	507	479	NA	4	16	19	18	34	81	75	49	NA	2	1
Non-Economically Disadvantaged	86	2305	42318	96	98	99	528	527	513	NA	2	5	14	9	17	73	79	70	13	9	7

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	112	2928	80000	99	99	99	592	588	564	NA	1	3	5	5	11	73	75	75	21	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1439	39288	98	99	99	606	601	579	NA	1	2	NA	2	6	74	73	77	26	25	16
Male	62	1489	40644	100	99	98	581	575	549	NA	2	4	10	8	15	73	77	74	18	13	7
African American	NC	144	4307	NC	100	99	NC	577	551	NC	1	4	NC	6	13	NC	79	75	NC	13	7
Hispanic	22	499	32672	96	97	99	584	579	548	NA	2	4	5	5	14	82	79	76	14	13	6
Asian/Pacific Islander	NC	121	1945	NC	100	99	NC	605	592	NC	NA	1	NC	4	4	NC	69	69	NC	27	25
American Indian/Alaskan Native	--	29	4424	--	100	97	--	589	549	--	NA	3	--	7	14	--	79	77	--	14	5
White	81	2135	36602	100	99	99	592	590	579	NA	1	2	6	5	7	72	74	75	22	20	16
Students with Disabilities	18	378	9919	100	93	93	525	532	505	NA	6	9	28	25	35	72	66	54	NA	3	2
Students without Disabilities	94	2550	70081	99	100	100	605	596	571	NA	1	2	1	2	7	73	76	79	26	21	12
Limited English Proficient Students	NC	48	9571	NC	98	96	NC	527	502	NC	6	10	NC	21	29	NC	71	60	NC	2	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	22	599	37534	96	97	98	570	572	547	NA	2	4	9	8	15	86	81	76	5	9	5
Non-Economically Disadvantaged	90	2329	42466	100	99	100	598	592	578	NA	1	2	4	4	7	70	74	75	26	21	16

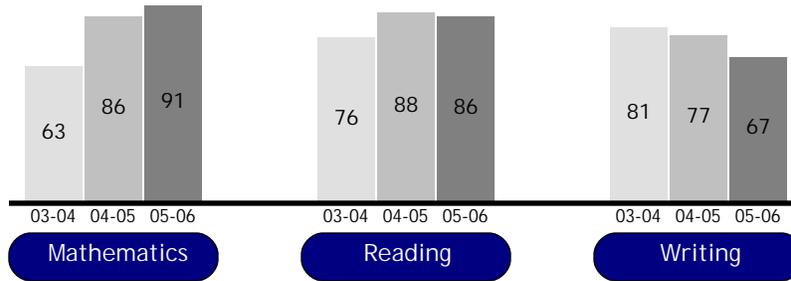
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2005-06

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	67	NA	58	97	59	61	47	99	63	65	46
	Language	100	63	63	50	97	59	60	47	99	65	65	48
	Mathematics	100	65	76	64	98	56	63	50	100	56	65	52
3	Reading	95	65	NA	55	96	60	60	44	95	63	67	46
	Language	95	66	76	61	96	58	57	44	100	56	61	46
	Mathematics	96	64	72	61	96	64	65	51	100	61	68	52
4	Reading	96	83	NA	56	100	63	61	48	96	68	70	52
	Language	96	76	66	52	100	62	60	49	99	65	68	52
	Mathematics	96	80	73	61	100	66	68	53	99	68	73	58
5	Reading	99	78	NA	55	100	64	63	50	97	73	73	56
	Language	99	72	63	49	100	63	62	50	100	68	70	54
	Mathematics	99	85	77	63	100	62	62	49	100	63	67	52
6	Reading	99	71	NA	56	100	65	64	51	95	76	75	56
	Language	99	64	64	48	100	59	62	47	99	67	68	50
	Mathematics	99	79	81	66	100	67	69	52	99	68	75	58

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/](http://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)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 2 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	46.00
Other Professional Staff	4.00	Teacher Aide	24.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	5	0	0
4 to 6 years	1	0	0	0
7 to 9 years	10	3	0	0
10 or more years	11	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly 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 Art Masters
- 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 2005-06

School Achievements/Accomplishments 2005-06

- 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 5 years.
  
- ü Pioneer was designated as meeting the standards school by Arizona Learns in October 2005.
  
- ü Our Performing Arts Program has been recongnized throughout the district as excellent.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	93	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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

Pioneer maintains a safe and orderly learning environment that is consistent with the district and state behavior guidelines. Student behavior incidents remain low. Students learn responsible behavior with the Character Counts Program. The 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. Students enjoy participating in an after school Fun Run throughout the fall.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2
---

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

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](http://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](http://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 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.

6 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](http://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.