

Union Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

3834 S. 91st Avenue, Tolleson, AZ 85353

Union Elementary 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 *

Small School**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

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

School Overview

Principal/Administrator : Ms. Cecilia O. Powell
Schedule : 7:30 AM to 4:30 PM
Grades : K-8
2003 Enrollment : 293
Web Address :
Phone Number : (623) 936-8711
Fax Number : (623) 936-4494
E-mail : jgreene@maricopa.k12.az.us

Mission

To provide success-oriented learning activities for students. These opportunities are designed to develop potential in academic ability, vocational awareness, cultural appreciation, physical well-being, social development and community contribution.

School / Academic Goals

ü To achieve academic excellence in reading, writing, math and technology.

ü To provide intensive staff development. On-going teacher training will be provided for individual, small and large group settings throughout the school year.

Instructional Programs

ü Character Education
ü Learn and Serve
ü Cultural Arts Education
ü Safe and Drug Free School

Enrollment

October 1, 2002 School Year Student Enrollment : 204
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 8

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/11/2003
Last Day of School : 5/23/2004

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

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



ARIZONA
DEPARTMENT OF
EDUCATION

Union Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Textbook Adoption
- Ü School Scheduling
- Ü Increasing Parental Involvement
- Ü Designing Cultural Programs
- Ü Community Involvement

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.50	Teacher	12.00
Other Professional Staff	.00	Teacher Aide	.00

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

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

Shared Responsibilities

School

Maintain high academic standards and expectations of students. Ensure a safe, orderly, productive learning environment. Develop and maintain school calendar, Parent/Student Handbook and consistent home/school communication throughout the year.

Parents

Union Elementary School parents need to encourage regular attendance, academic and systematic study. Support for school staff and involvement in the educational process by participating in the Site Council and volunteering in the classroom.

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Dance/Basketball/Volleyball
- Ü Cougars Club/Principal's List
- Ü Academic Clubs/Math, Reading, Geography

Social Services

- Ü Gila River Social Services

Transportation Policy

Union Elementary School provides transportation for all students who live within the district's boundaries and for students tuitioned to outside facilities.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü School has increased the number of computers in the media center and student computers in each classroom (ratio 5 to 1). A new student management system has been implemented. New textbooks have been adopted and purchased.
- ü Students' test scores on Stanford 9 and AIMS have improved over the last two years. The enrollment has increased from 200 to 300.

School Honors

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

Award/Honor Year

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	11	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	25	10	10	9
Promotion Rate ⁶	96	99	98	95
Retention Rate ⁷	4	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	NC	NC
Grades 3-4	NC	NC
Grades 4-5	NC	NC
Grades 5-6	73	91
Grades 6-7	73	55
Grades 7-8	75	75

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

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

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

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	29	75372	112	112	101	481	481	523	24	24	9	32	32	25	44	44	36	0	0	30
All Students (Prior Year)	11	11	70809	NA	NA	NA	485	485	518	9	9	11	55	55	27	36	36	35	0	0	27
Female	15	15	36901	107	107	101	493	493	524	8	8	8	38	38	25	54	54	36	0	0	31
Male	14	14	38385	117	117	101	469	469	523	42	42	9	25	25	24	33	33	36	0	0	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	13	13	29103	100	100	99	499	499	510	0	0	12	55	55	31	45	45	36	0	0	20
Asian/Pacific Islander	--	--	1574	--	--	96	--	--	549	--	--	3	--	--	14	--	--	34	--	--	48
American Indian/Alaskan Native	NC	NC	5086	NC	NC	114	NC	NC	491	NC	NC	22	NC	NC	38	NC	NC	28	NC	NC	12
White	NC	NC	34597	NC	NC	98	NC	NC	535	NC	NC	4	NC	NC	20	NC	NC	38	NC	NC	38
Students with Disabilities	NC	NC	8057	NC	NC	99	NC	NC	496	NC	NC	23	NC	NC	31	NC	NC	28	NC	NC	17
Students without Disabilities	25	25	67315	104	104	101	481	481	525	24	24	8	32	32	24	44	44	37	0	0	31
Limited English Proficient Students	--	--	16925	--	--	112	--	--	482	--	--	27	--	--	40	--	--	26	--	--	7
Migrant Students	--	--	869	--	--		--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	--	26325	--	--		--	--	504	--	--	15	--	--	34	--	--	33	--	--	18
Non-Economically Disadvantaged	29	29	49047				481	481	530	24	24	6	32	32	21	44	44	37	0	0	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	30	75221	115	115	101	493	493	523	24	24	8	28	28	16	40	40	56	8	8	21
All Students (Prior Year)	10	10	70860	NA	NA	NA	492	492	524	30	30	9	30	30	17	40	40	45	0	0	30
Female	16	16	36833	114	114	100	497	497	526	20	20	6	27	27	15	47	47	56	7	7	23
Male	14	14	38319	117	117	101	488	488	520	30	30	9	30	30	17	30	30	56	10	10	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	12	12	29019	92	92	99	513	513	513	0	0	12	40	40	21	40	40	55	20	20	13
Asian/Pacific Islander	--	--	1572	--	--	95	--	--	536	--	--	2	--	--	9	--	--	57	--	--	31
American Indian/Alaskan Native	NC	NC	5071	NC	NC	114	NC	NC	502	NC	NC	20	NC	NC	27	NC	NC	46	NC	NC	8
White	NC	NC	34543	NC	NC	97	NC	NC	531	NC	NC	4	NC	NC	12	NC	NC	58	NC	NC	26
Students with Disabilities	NC	NC	8006	NC	NC	99	NC	NC	505	NC	NC	22	NC	NC	23	NC	NC	42	NC	NC	13
Students without Disabilities	25	25	67215	104	104	101	496	496	524	21	21	7	29	29	16	42	42	56	8	8	21
Limited English Proficient Students	NC	NC	16853	NC	NC	112	NC	NC	489	NC	NC	29	NC	NC	36	NC	NC	32	NC	NC	3
Migrant Students	--	--	866	--	--		--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	--	26256	--	--		--	--	509	--	--	14	--	--	24	--	--	51	--	--	11
Non-Economically Disadvantaged	30	30	48965				493	493	528	24	24	5	28	28	13	40	40	58	8	8	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	28	73654	108	108	99	495	495	530	32	32	9	12	12	13	52	52	70	4	4	7
All Students (Prior Year)	10	10	68592	NA	NA	NA	494	494	542	30	30	9	10	10	12	60	60	63	0	0	16
Female	14	14	36239	100	100	99	533	533	537	0	0	7	17	17	11	75	75	72	8	8	10
Male	14	14	37301	117	117	98	460	460	523	62	62	12	8	8	15	31	31	68	0	0	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	12	12	28348	92	92	96	517	517	520	9	9	13	27	27	17	64	64	65	0	0	5
Asian/Pacific Islander	NC	NC	1558	NC	NC	95	NC	NC	547	NC	NC	3	NC	NC	8	NC	NC	76	NC	NC	13
American Indian/Alaskan Native	NC	NC	4947	NC	NC	111	NC	NC	507	NC	NC	22	NC	NC	22	NC	NC	53	NC	NC	3
White	NC	NC	33924	NC	NC	96	NC	NC	537	NC	NC	5	NC	NC	10	NC	NC	75	NC	NC	9
Students with Disabilities	NC	NC	7306	NC	NC	90	NC	NC	506	NC	NC	24	NC	NC	20	NC	NC	52	NC	NC	4
Students without Disabilities	23	23	66348	96	96	100	503	503	531	26	26	8	13	13	13	57	57	71	4	4	8
Limited English Proficient Students	--	--	16422	--	--	109	--	--	495	--	--	30	--	--	27	--	--	43	--	--	0
Migrant Students	--	--	849	--	--		--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	--	25711	--	--		--	--	514	--	--	16	--	--	19	--	--	61	--	--	3
Non-Economically Disadvantaged	28	28	47943				495	495	535	32	32	7	12	12	11	52	52	74	4	4	9

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	76230	132	132	101	449	449	498	46	46	12	33	33	38	17	17	12	4	4	37
All Students (Prior Year)	15	15	72888	NA	NA	NA	414	414	494	60	60	14	40	40	40	0	0	12	0	0	34
Female	16	16	37247	123	123	100	460	460	500	31	31	11	44	44	40	19	19	13	6	6	37
Male	NC	NC	38725	NC	NC	101	NC	NC	497	NC	NC	14	NC	NC	37	NC	NC	12	NC	NC	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	14	14	28100	140	140	98	464	464	482	31	31	18	46	46	47	15	15	11	8	8	24
Asian/Pacific Islander	NC	NC	1447	NC	NC	95	NC	NC	527	NC	NC	5	NC	NC	26	NC	NC	11	NC	NC	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	--	--	35389	--	--	96	--	--	514	--	--	6	--	--	32	--	--	14	--	--	48
Students with Disabilities	--	--	9022	--	--	105	--	--	465	--	--	31	--	--	43	--	--	8	--	--	17
Students without Disabilities	25	25	67208	139	139	100	449	449	500	46	46	12	33	33	38	17	17	12	4	4	38
Limited English Proficient Students	--	--	14826	--	--	113	--	--	460	--	--	31	--	--	51	--	--	8	--	--	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	--	25037				--	--	477	--	--	21	--	--	47	--	--	11	--	--	21
Non-Economically Disadvantaged	25	25	51193				449	449	507	46	46	9	33	33	35	17	17	13	4	4	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	76202	132	132	101	490	490	505	46	46	19	25	25	24	29	29	46	0	0	11
All Students (Prior Year)	15	15	72779	NA	NA	NA	480	480	505	53	53	21	40	40	20	7	7	43	0	0	15
Female	16	16	37231	123	123	100	493	493	507	38	38	16	31	31	24	31	31	48	0	0	13
Male	NC	NC	38718	NC	NC	101	NC	NC	503	NC	NC	22	NC	NC	24	NC	NC	44	NC	NC	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	14	14	28090	140	140	98	496	496	497	31	31	28	23	23	30	46	46	37	0	0	5
Asian/Pacific Islander	NC	NC	1443	NC	NC	95	NC	NC	515	NC	NC	9	NC	NC	19	NC	NC	53	NC	NC	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	--	--	35371	--	--	96	--	--	512	--	--	10	--	--	20	--	--	54	--	--	16
Students with Disabilities	--	--	9097	--	--	106	--	--	493	--	--	39	--	--	27	--	--	29	--	--	5
Students without Disabilities	25	25	67105	139	139	100	490	490	506	46	46	18	25	25	24	29	29	47	0	0	12
Limited English Proficient Students	--	--	14780	--	--	113	--	--	486	--	--	50	--	--	32	--	--	18	--	--	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	--	24961				--	--	495	--	--	32	--	--	30	--	--	34	--	--	4
Non-Economically Disadvantaged	25	25	51241				490	490	509	46	46	14	25	25	22	29	29	51	0	0	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	25	25	74692	132	132	99	473	473	502	38	38	18	33	33	27	25	25	47	4	4	8
All Students (Prior Year)	15	15	70710	NA	NA	NA	438	438	512	60	60	17	33	33	26	7	7	42	0	0	16
Female	16	16	36710	123	123	99	482	482	509	31	31	14	31	31	26	31	31	50	6	6	10
Male	NC	NC	37742	NC	NC	98	NC	NC	495	NC	NC	22	NC	NC	28	NC	NC	44	NC	NC	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	14	14	27492	140	140	96	491	491	486	31	31	27	23	23	32	38	38	38	8	8	4
Asian/Pacific Islander	NC	NC	1428	NC	NC	94	NC	NC	528	NC	NC	8	NC	NC	20	NC	NC	54	NC	NC	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	--	--	34785	--	--	94	--	--	517	--	--	10	--	--	23	--	--	56	--	--	11
Students with Disabilities	--	--	8428	--	--	98	--	--	472	--	--	38	--	--	30	--	--	29	--	--	3
Students without Disabilities	25	25	66264	139	139	99	473	473	503	38	38	17	33	33	27	25	25	48	4	4	8
Limited English Proficient Students	--	--	14363	--	--	109	--	--	459	--	--	47	--	--	34	--	--	19	--	--	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	--	24507				--	--	480	--	--	31	--	--	33	--	--	33	--	--	3
Non-Economically Disadvantaged	25	25	50185				473	473	511	38	38	13	33	33	24	25	25	53	4	4	10

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	28	71167	108	108	99	419	419	463	75	75	38	25	25	41	0	0	14	0	0	7
All Students (Prior Year)	14	14	66213	NA	NA	NA	391	391	459	86	86	39	14	14	40	0	0	14	0	0	7
Female	16	16	34825	107	107	99	428	428	462	69	69	38	31	31	42	0	0	14	0	0	6
Male	10	10	36047	91	91	99	404	404	464	90	90	38	10	10	39	0	0	15	0	0	8
African American	--	--	3225	--	--	95	--	--	441	--	--	57	--	--	34	--	--	6	--	--	2
Hispanic	NC	NC	23643	NC	NC	97	NC	NC	445	NC	NC	53	NC	NC	37	NC	NC	8	NC	NC	2
Asian/Pacific Islander	--	--	1503	--	--	100	--	--	493	--	--	18	--	--	40	--	--	23	--	--	19
American Indian/Alaskan Native	--	--	5161	--	--	103	--	--	435	--	--	63	--	--	30	--	--	5	--	--	2
White	--	--	35245	--	--	95	--	--	476	--	--	26	--	--	45	--	--	19	--	--	10
Students with Disabilities	--	--	8095	--	--	104	--	--	426	--	--	69	--	--	25	--	--	5	--	--	1
Students without Disabilities	28	28	63072	117	117	99	419	419	464	75	75	37	25	25	41	0	0	15	0	0	7
Limited English Proficient Students	--	--	10317	--	--	111	--	--	426	--	--	72	--	--	25	--	--	2	--	--	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	--	17057				--	--	440	--	--	58	--	--	34	--	--	6	--	--	2
Non-Economically Disadvantaged	28	28	54110				419	419	468	75	75	33	25	25	43	0	0	16	0	0	8

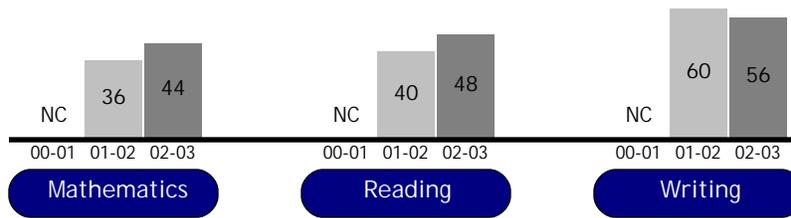
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	28	71100	108	108	99	484	484	502	43	43	25	25	25	21	29	29	40	4	4	15
All Students (Prior Year)	14	14	66144	NA	NA	NA	428	428	504	71	71	24	21	21	20	7	7	40	0	0	16
Female	16	16	34801	107	107	99	495	495	505	25	25	21	38	38	22	31	31	42	6	6	15
Male	10	10	36010	91	91	99	468	468	499	70	70	28	10	10	20	20	20	38	0	0	14
African American	--	--	3219	--	--	95	--	--	486	--	--	38	--	--	24	--	--	31	--	--	7
Hispanic	NC	NC	23630	NC	NC	96	NC	NC	485	NC	NC	37	NC	NC	25	NC	NC	32	NC	NC	6
Asian/Pacific Islander	--	--	1509	--	--	100	--	--	522	--	--	12	--	--	14	--	--	46	--	--	28
American Indian/Alaskan Native	--	--	5144	--	--	102	--	--	478	--	--	46	--	--	24	--	--	25	--	--	5
White	--	--	35198	--	--	95	--	--	515	--	--	15	--	--	18	--	--	47	--	--	21
Students with Disabilities	--	--	8121	--	--	105	--	--	470	--	--	55	--	--	20	--	--	21	--	--	4
Students without Disabilities	28	28	62979	117	117	99	484	484	503	43	43	23	25	25	21	29	29	41	4	4	15
Limited English Proficient Students	--	--	10304	--	--	110	--	--	462	--	--	63	--	--	23	--	--	13	--	--	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	--	17040				--	--	483	--	--	40	--	--	25	--	--	29	--	--	6
Non-Economically Disadvantaged	28	28	54060				484	484	507	43	43	20	25	25	20	29	29	43	4	4	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	27	27	69001	104	104	96	463	463	490	44	44	17	33	33	37	22	22	45	0	0	1
All Students (Prior Year)	13	13	63579	NA	NA	NA	431	431	493	69	69	15	31	31	42	0	0	41	0	0	2
Female	16	16	34086	107	107	97	472	472	496	31	31	13	44	44	36	25	25	51	0	0	1
Male	NC	NC	34644	NC	NC	95	NC	NC	484	NC	NC	22	NC	NC	39	NC	NC	38	NC	NC	0
African American	--	--	3115	--	--	92	--	--	478	--	--	25	--	--	44	--	--	31	--	--	0
Hispanic	NC	NC	22656	NC	NC	92	NC	NC	476	NC	NC	27	NC	NC	43	NC	NC	30	NC	NC	0
Asian/Pacific Islander	--	--	1472	--	--	98	--	--	507	--	--	8	--	--	30	--	--	60	--	--	2
American Indian/Alaskan Native	--	--	4940	--	--	98	--	--	469	--	--	34	--	--	43	--	--	23	--	--	0
White	--	--	34501	--	--	93	--	--	500	--	--	10	--	--	34	--	--	55	--	--	1
Students with Disabilities	--	--	7386	--	--	95	--	--	459	--	--	46	--	--	37	--	--	17	--	--	0
Students without Disabilities	27	27	61615	113	113	97	463	463	491	44	44	16	33	33	37	22	22	45	0	0	1
Limited English Proficient Students	--	--	9662	--	--	104	--	--	454	--	--	51	--	--	40	--	--	9	--	--	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	--	16383				--	--	472	--	--	30	--	--	43	--	--	26	--	--	0
Non-Economically Disadvantaged	27	27	52618				463	463	494	44	44	14	33	33	36	22	22	49	0	0	1

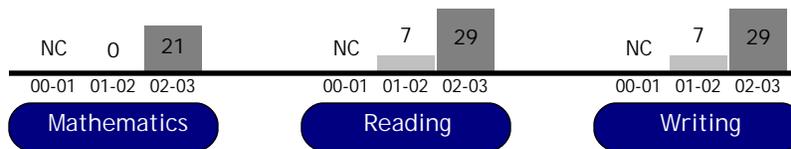
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

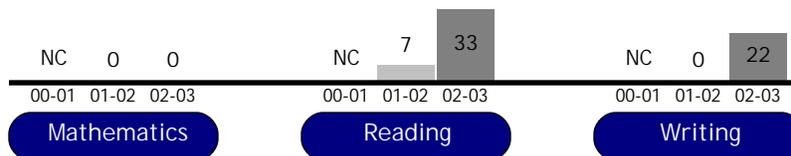
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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

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

Glossary:

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

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

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

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

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

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

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

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	NC	53	91	12	12	44	100	47	47	50
	Language	NC	NC	NC	45	91	9	9	39	100	33	33	43
	Mathematics	NC	NC	NC	56	91	15	15	52	100	53	53	57
3	Reading	NC	NC	NC	50	NC	NC	NC	43	100	38	38	47
	Language	NC	NC	NC	55	NC	NC	NC	50	100	39	39	54
	Mathematics	NC	NC	NC	53	NC	NC	NC	50	100	33	33	54
4	Reading	NC	NC	NC	55	NC	NC	NC	47	84	42	42	52
	Language	NC	NC	NC	50	NC	NC	NC	45	100	34	34	48
	Mathematics	91	24	24	56	NC	NC	NC	52	100	34	34	57
5	Reading	NC	NC	NC	51	88	19	19	46	100	26	26	50
	Language	NC	NC	NC	46	88	14	14	43	100	24	24	46
	Mathematics	NC	NC	NC	56	88	17	17	54	100	27	27	57
6	Reading	NC	NC	NC	54	NC	NC	NC	49	96	33	33	53
	Language	NC	NC	NC	46	NC	NC	NC	42	96	23	23	45
	Mathematics	NC	NC	NC	61	NC	NC	NC	58	100	37	37	62
7	Reading	100	17	17	53	92	18	18	48	100	37	37	51
	Language	100	19	19	55	92	24	24	51	97	31	31	54
	Mathematics	100	19	19	57	92	29	29	54	97	32	32	58
8	Reading	NC	NC	NC	55	100	19	19	49	92	40	40	53
	Language	NC	NC	NC	50	100	12	12	46	96	30	30	49
	Mathematics	NC	NC	NC	57	100	17	17	54	100	35	35	58

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

School Safety

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

Union Elementary School has developed a secure campus by implementing programs (i.e., Character Education, Learn and Serve and Safe and Drug Free School) to ensure a safe environment conducive to learning. A Crisis Management Plan is in place.

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

0

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

Contacts

	Name	Phone Number
School Site Council	Justin Greene	(623) 936-8711
Transportation Policy	Daniel O'Brien	(623) 936-8711
Community Resources	Regina Molina	(623) 936-8711
School Nutrition Programs	Vicki Ruiz	(623) 936-8711
Parent Organization	Crystal Bustamante	(623) 936-8711
Student Health/Nurse	Debbie Vizzeria	(623) 936-8711

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

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

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

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

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

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

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

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

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

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

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

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