Pendergast Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

3802 N. 91st Avenue, Phoenix, AZ 85037

Pendergast Elementary District

AZ LEARNS[1]

Elementary Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly Progress***

Met

School Improvement Status***

Year 2

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

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.

School Overview

Principal/Administrator :	Mrs. Brenda J. Martin
Schedule :	7:30 AM to 4:30 PM
Grades :	K-8
2003 Enrollment :	879
Web Address :	www.pendergast.k12.az.us/dist/pend/index.html
Phone Number :	(623) 772-2400
Fax Number :	(623) 877-9591
E-mail :	bmartin@pendergast.k12.az.us

Mission

We are a community of parents, students and teachers who are committed to ensuring that all students are proficient readers, writers and thinkers. Children are encouraged to be responsible decision makers and lifelong learners through learning.

School / Academic Goals

- All Pendergast students will be able to read at or above grade level by the the end of third grade. Emphasis is placed on students becoming fluent readers. The focus is on learning to read in order to read to learn.
- Our Goal is to communicate Arizona State Standards to the Pendergast School Community (parents, students and staff) and to have all students be able to understand and meet or exceed these standards.

Instructional Programs

- Dual Language Program K-1
- Departmental 7-8 Grade
- Gifted/Enrichment Program
- Make Your Day Citizenship Program

Enrollment

October 1, 2002 School Year Student Enrollment :	900
Accepting New Students in 2003-04 Under Open Enrollment Law[2] :	Yes
Number of Students Attending Under Open Enrollment in 2002-03 :	27

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/4/2003
Last Day of School :	6/3/2004

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

School Site Council

Council Composition	Council Duties
2 School Administrator(s)	ü Instructional Strategies
2 Non-certified Employee(s)	ü Curriculum Development
3 Teacher(s)	ü School Safety Issues
5 Parent(s)	ü School Improvement Planning
1 Community Member(s)	ü Parent Satisfaction Survey Data
2 Student(s)	

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	16.00	Teacher Aide	23.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	3	0	0
4 to 6 years	8	3	0	0
7 to 9 years	2	2	0	0
10 or more years	7	12	0	0

Shared Responsibilities

School

We assist students in becoming proficient readers, writers and thinkers. We strive to communicate efficiently and effectively with parents and students; provide a safe learning space; and provide parents with instructional and curriculum information.

Parents

Parents work with teachers to generate student success. They are involved in their child's academic/social/emotional progress. They are aware, knowledgeable and support Make Your Day. They support homework and reading at home and visit the school.

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Media Center

Extracurricular Activities

- ü Student Council
- ü Yearbook/Chess Club
- ü National Junior Honor Society
- ü Basketball/Volleyball(Girls/Boys)

Social Services

- ü Breakfast Program
- ü Lunch Program
- ü Clothing/Food Banks
- ü After School Program

Transportation Policy

Busing is provided for students who reside within a school attendance area and more than a mile from school. It is provided for students with disabilities as indicated in their IEP. If use is abused, students may be removed for the safety of others.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- Third grade students made gains of more than 23 percentage points in Math and 21 percentage points in Reading on the SAT 9 Assessment in the Spring of 2003. They also made stellar growth on the AIMS Assessment in the same time period.

- The National Junior Honor Society is in it's second year! Last year the chapter was started with great enthusiasm and this year again we have a great number of students particpating in the program of leadership, citizenship, and service.

School Honors

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

Award/Honor	Year
Wells Fargo Grants	2002
District Boy's Volleyball Champions	2002
District Poetry Contest	2001
Wal-Mart Student Achievement Grant	2002

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate [2]	97	95	94	96
Transfers Out [3]	24	20	20	20
Transfers In[4](Within District)	2	2	2	2
Transfers In[5] (Out of District)	11	10	10	9
Promotion Rate [6]	100	99	98	95
Retention Rate [7]	0	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	74	66
Grades 3-4	77	91
Grades 4-5	57	45
Grades 5-6	81	57
Grades 6-7	73	78
Grades 7-8	70	85

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).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03[11]

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	102	1084	75372	103	100	101	498	515	523	17	11	9	44	31	25	24	34	36	15	24	30
All Students (Prior Year)	90	984	70809	NA	NA	NA	468	509	518	32	13	11	49	32	27	17	34	35	2	21	27
Female	47	509	36901	98	99	101	509	516	524	9	11	8	45	31	25	23	31	36	23	26	31
Male	55	575	38385	108	101	101	491	513	523	22	10	9	44	31	24	25	37	36	9	22	30
African American	15	118	3589	107	94	96	482	495	501	23	19	18	54	39	33	23	31	33	0	11	16
Hispanic	64	489	29103	102	93	99	500	505	510	16	15	12	37	32	31	32	32	36	16	20	20
Asian/Pacific Islander	NC	14	1574	NC	56	96	NC	545	549	NC	0	3	NC	11	14	NC	33	34	NC	56	48
American Indian/Alaskan Native	NC	14	5086	NC	108	114	NC	501	491	NC	10	22	NC	40	38	NC	40	28	NC	10	12
White	19	381	34597	100	97	98	502	529	535	16	5	4	47	27	20	16	38	38	21	31	38
Students with Disabilities	NC	84	8057	NC	83	99	NC	484	496	NC	30	23	NC	35	31	NC	15	28	NC	20	17
Students without Disabilities	98	1000	67315	105	102	101	499	515	525	17	10	8	42	31	24	25	35	37	15	24	31
Limited English Proficient Students	49	244	16925	107	96	112	547	508	482	0	20	27	0	20	40	67	50	26	33	10	7
Migrant Students	--	NC	869				--	NC	501	--	NC	17	--	NC	30	--	NC	39	--	NC	14
Economically Disadvantaged	102	415	26325				498	504	504	17	11	15	44	42	34	24	29	33	15	17	18
Non-Economically Disadvantaged	--	669	49047				--	519	530	--	10	6	--	27	21	--	37	37	--	26	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	102	1089	75221	103	101	101	508	514	523	13	12	8	26	20	16	50	55	56	11	13	21
All Students (Prior Year)	91	988	70860	NA	NA	NA	503	520	524	18	9	9	26	19	17	45	47	45	11	25	30
Female	47	512	36833	98	100	100	514	518	526	9	11	6	27	19	15	45	53	56	18	17	23
Male	55	577	38319	108	102	101	505	510	520	16	13	9	25	21	17	53	57	56	6	9	18
African American	15	119	3597	107	94	97	498	504	510	31	21	14	23	21	22	38	50	53	8	8	11
Hispanic	64	492	29019	102	94	99	512	507	513	11	17	12	26	22	21	47	52	55	16	9	13
Asian/Pacific Islander	NC	14	1572	NC	56	95	NC	527	536	NC	11	2	NC	11	9	NC	56	57	NC	22	31
American Indian/Alaskan Native	NC	14	5071	NC	108	114	NC	509	502	NC	0	20	NC	30	27	NC	70	46	NC	0	8
White	19	383	34543	100	98	97	510	522	531	5	5	4	26	18	12	63	59	58	5	18	26
Students with Disabilities	NC	87	8006	NC	86	99	NC	495	505	NC	28	22	NC	22	23	NC	44	42	NC	6	13
Students without Disabilities	98	1002	67215	105	102	101	509	514	524	13	11	7	25	20	16	50	55	56	12	13	21
Limited English Proficient Students	49	246	16853	107	96	112	526	492	489	0	30	29	33	40	36	33	20	32	33	10	3
Migrant Students	--	NC	866				--	NC	503	--	NC	19	--	NC	23	--	NC	49	--	NC	8
Economically Disadvantaged	102	417	26256				508	509	509	13	15	14	26	20	24	50	56	51	11	10	11
Non-Economically Disadvantaged	--	672	48965				--	516	528	--	10	5	--	20	13	--	55	58	--	14	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	99	1058	73654	100	98	99	510	521	530	21	15	9	17	17	13	62	63	70	0	6	7
All Students (Prior Year)	86	935	68592	NA	NA	NA	503	537	542	24	10	9	23	14	12	50	63	63	3	13	16
Female	47	505	36239	98	99	99	524	530	537	18	13	7	5	12	11	77	67	72	0	8	10
Male	52	553	37301	102	97	98	499	514	523	23	16	12	27	20	15	50	59	68	0	5	5
African American	15	113	3488	107	90	94	486	502	515	46	26	16	8	24	18	46	47	62	0	4	4
Hispanic	63	479	28348	100	91	96	521	519	520	16	17	13	11	17	17	74	61	65	0	5	5
Asian/Pacific Islander	NC	14	1558	NC	56	95	NC	547	547	NC	0	3	NC	0	8	NC	89	76	NC	11	13
American Indian/Alaskan Native	NC	14	4947	NC	108	111	NC	507	507	NC	20	22	NC	30	22	NC	50	53	NC	0	3
White	17	372	33924	89	95	96	512	530	537	12	8	5	35	15	10	53	69	75	0	8	9
Students with Disabilities	NC	68	7306	NC	67	90	NC	509	506	NC	24	24	NC	18	20	NC	53	52	NC	6	4
Students without Disabilities	96	990	66348	103	101	100	511	522	531	20	14	8	18	17	13	63	63	71	0	6	8
Limited English Proficient Students	48	240	16422	104	94	109	522	499	495	0	20	30	0	20	27	100	60	43	0	0	0
Migrant Students	--	NC	849				--	NC	511	--	NC	19	--	NC	22	--	NC	56	--	NC	4
Economically Disadvantaged	99	407	25711				510	516	514	21	15	16	17	18	19	62	64	61	0	3	3
Non-Economically Disadvantaged	--	651	47943				--	524	535	--	14	7	--	16	11	--	62	74	--	7	9

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

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03[11]

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	93	1051	76230	102	100	101	450	487	498	42	17	12	42	43	38	11	15	12	6	25	37
All Students (Prior Year)	114	1038	72888	NA	NA	NA	476	482	494	22	18	14	46	45	40	13	13	12	20	24	34
Female	42	503	37247	102	100	100	461	486	500	28	14	11	50	49	40	16	15	13	6	23	37
Male	51	547	38725	102	101	101	441	487	497	53	20	14	35	38	37	8	15	12	5	27	37
African American	13	111	3594	93	85	96	430	467	476	45	28	22	36	47	46	18	8	11	0	17	21
Hispanic	58	475	28100	95	89	98	453	480	482	37	21	18	51	44	47	10	15	11	2	21	24
Asian/Pacific Islander	NC	15	1447	NC	68	95	NC	511	527	NC	0	5	NC	27	26	NC	27	11	NC	45	58
American Indian/Alaskan Native	NC	11	5292	NC	157	113	NC	471	463	NC	18	31	NC	64	47	NC	0	8	NC	18	14
White	15	312	35389	100	88	96	458	497	514	46	13	6	23	40	32	15	16	14	15	32	48
Students with Disabilities	NC	96	9022	NC	88	105	NC	440	465	NC	40	31	NC	55	43	NC	5	8	NC	0	17
Students without Disabilities	84	955	67208	108	102	100	452	488	500	40	17	12	43	43	38	11	15	12	6	26	38
Limited English Proficient Students	16	183	14826	52	90	113	414	450	460	100	41	31	0	45	51	0	7	8	0	7	10
Migrant Students	NC	11	837				NC	501	478	NC	29	19	NC	0	51	NC	14	8	NC	57	21
Economically Disadvantaged	93	395	25037				450	478	477	42	23	21	42	45	47	11	10	11	6	22	21
Non-Economically Disadvantaged	--	656	51193				--	491	507	--	14	9	--	42	35	--	17	13	--	27	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	93	1049	76202	102	100	101	491	500	505	41	24	19	31	27	24	25	40	46	3	8	11
All Students (Prior Year)	114	1050	72779	NA	NA	NA	494	500	505	36	26	21	24	23	20	30	41	43	10	11	15
Female	41	501	37231	100	99	100	498	502	507	23	18	16	35	30	24	35	43	48	6	9	13
Male	52	545	38718	104	101	101	485	498	503	55	30	22	28	25	24	18	38	44	0	8	10
African American	13	111	3600	93	85	97	486	493	497	60	38	28	30	25	29	0	33	39	10	4	5
Hispanic	58	476	28090	95	89	98	492	498	497	34	27	28	32	29	30	32	37	37	2	7	5
Asian/Pacific Islander	NC	15	1443	NC	68	95	NC	499	515	NC	18	9	NC	27	19	NC	45	53	NC	9	19
American Indian/Alaskan Native	NC	11	5311	NC	157	113	NC	493	491	NC	36	38	NC	45	31	NC	9	28	NC	9	3
White	15	309	35371	100	87	96	492	503	512	38	16	10	23	27	20	38	45	54	0	12	16
Students with Disabilities	10	95	9097	77	87	106	477	482	493	100	64	39	0	27	27	0	9	29	0	0	5
Students without Disabilities	83	954	67105	106	102	100	491	500	506	39	23	18	32	27	24	26	41	47	3	8	12
Limited English Proficient Students	16	182	14780	52	89	113	490	486	486	0	55	50	100	30	32	0	14	18	0	2	1
Migrant Students	NC	11	832				NC	499	492	NC	29	36	NC	14	31	NC	43	31	NC	14	3
Economically Disadvantaged	93	395	24961				491	499	495	41	27	32	31	30	30	25	35	34	3	8	4
Non-Economically Disadvantaged	--	654	51241				--	501	509	--	22	14	--	26	22	--	43	51	--	9	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	93	1026	74692	102	98	99	465	496	502	46	20	18	23	30	27	30	44	47	1	5	8
All Students (Prior Year)	110	1008	70710	NA	NA	NA	493	504	512	25	19	17	28	30	26	39	40	42	8	11	16
Female	42	493	36710	102	98	99	484	502	509	31	13	14	22	34	26	44	48	50	3	6	10
Male	51	531	37742	102	98	98	450	489	495	59	27	22	23	28	28	18	41	44	0	5	6
African American	14	107	3516	100	82	94	443	478	487	73	32	26	18	32	31	0	30	39	9	5	4
Hispanic	58	461	27492	95	86	96	468	490	486	41	22	27	29	31	32	29	43	38	0	3	4
Asian/Pacific Islander	NC	15	1428	NC	68	94	NC	509	528	NC	18	8	NC	36	20	NC	36	54	NC	9	18
American Indian/Alaskan Native	NC	11	5166	NC	157	110	NC	474	470	NC	36	39	NC	36	32	NC	27	27	NC	0	2
White	14	307	34785	93	87	94	490	505	517	33	15	10	0	29	23	67	48	56	0	8	11
Students with Disabilities	10	82	8428	77	75	98	424	456	472	100	53	38	0	27	30	0	13	29	0	7	3
Students without Disabilities	83	944	66264	106	101	99	467	496	503	45	19	17	23	31	27	30	45	48	1	5	8
Limited English Proficient Students	16	177	14363	52	87	109	457	456	459	0	48	47	100	34	34	0	18	19	0	0	1
Migrant Students	NC	11	814				NC	493	475	NC	29	33	NC	14	37	NC	57	27	NC	0	2
Economically Disadvantaged	93	394	24507				465	488	480	46	24	31	23	31	33	30	42	33	1	3	3
Non-Economically Disadvantaged	--	632	50185				--	500	511	--	18	13	--	30	24	--	46	53	--	6	10

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

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03[11]

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	86	1014	71167	102	101	99	447	452	463	49	45	38	42	43	41	6	8	14	4	3	7
All Students (Prior Year)	86	973	66213	NA	NA	NA	455	442	459	46	52	39	41	37	40	9	9	14	4	2	7
Female	35	478	34825	100	100	99	441	450	462	62	47	38	31	45	42	7	5	14	0	3	6
Male	51	532	36047	104	101	99	452	453	464	40	43	38	49	43	39	5	11	15	7	4	8
African American	16	106	3225	107	85	95	435	432	441	60	72	57	40	26	34	0	1	6	0	1	2
Hispanic	47	435	23643	102	96	97	442	442	445	53	52	53	38	43	37	6	3	8	3	2	2
Asian/Pacific Islander	NC	32	1503	NC	94	100	NC	482	493	NC	13	18	NC	63	40	NC	13	23	NC	10	19
American Indian/Alaskan Native	NC	10	5161	NC	83	103	NC	440	435	NC	40	63	NC	50	30	NC	0	5	NC	10	2
White	13	327	35245	76	87	95	462	464	476	46	34	26	31	46	45	8	16	19	15	4	10
Students with Disabilities	NC	101	8095	NC	98	104	NC	427	426	NC	67	69	NC	33	25	NC	0	5	NC	0	1
Students without Disabilities	81	913	63072	105	102	99	447	452	464	49	45	37	42	43	41	6	8	15	4	3	7
Limited English Proficient Students	16	129	10317	107	97	111	381	429	426	100	74	72	0	26	25	0	0	2	0	0	1
Migrant Students	--	NC	614				--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	86	343	17057				447	444	440	49	53	58	42	40	34	6	4	6	4	2	2
Non-Economically Disadvantaged	--	671	54110				--	455	468	--	42	33	--	45	43	--	10	16	--	4	8

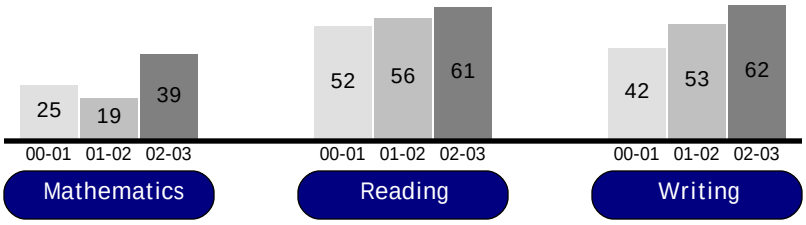
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	1012	71100	101	101	99	486	496	502	33	28	25	23	23	21	38	40	40	5	9	15
All Students (Prior Year)	85	978	66144	NA	NA	NA	497	497	504	23	27	24	28	21	20	38	40	40	11	12	16
Female	34	477	34801	97	100	99	491	498	505	24	21	21	31	27	22	38	44	42	7	7	15
Male	51	531	36010	104	101	99	483	494	499	39	34	28	18	19	20	39	37	38	5	11	14
African American	16	105	3219	107	85	95	475	478	486	38	46	38	19	22	24	31	26	31	13	6	7
Hispanic	46	439	23630	100	97	96	483	487	485	38	37	37	24	22	25	35	36	32	3	4	6
Asian/Pacific Islander	NC	32	1509	NC	94	100	NC	515	522	NC	17	12	NC	17	14	NC	47	46	NC	20	28
American Indian/Alaskan Native	NC	11	5144	NC	92	102	NC	498	478	NC	20	46	NC	20	24	NC	60	25	NC	0	5
White	13	325	35198	76	86	95	499	509	515	23	15	15	31	25	18	38	45	47	8	15	21
Students with Disabilities	NC	105	8121	NC	102	105	NC	459	470	NC	64	55	NC	14	20	NC	21	21	NC	0	4
Students without Disabilities	79	907	62979	103	101	99	488	496	503	32	28	23	24	23	21	39	40	41	6	9	15
Limited English Proficient Students	14	127	10304	93	95	110	440	471	462	75	53	63	25	29	23	0	15	13	0	3	1
Migrant Students	--	NC	623				--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	85	342	17040				486	488	483	33	34	40	23	26	25	38	34	29	5	5	6
Non-Economically Disadvantaged	--	670	54060				--	500	507	--	25	20	--	21	20	--	43	43	--	11	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	85	999	69001	101	100	96	478	486	490	25	18	17	46	43	37	29	39	45	0	0	1
All Students (Prior Year)	81	937	63579	NA	NA	NA	489	489	493	15	17	15	49	46	42	36	36	41	0	1	2
Female	35	474	34086	100	100	97	480	492	496	21	11	13	45	46	36	34	42	51	0	0	1
Male	50	522	34644	102	99	95	476	481	484	28	24	22	47	39	39	26	36	38	0	0	0
African American	15	104	3115	100	84	92	460	474	478	33	27	25	53	51	44	13	23	31	0	0	0
Hispanic	47	431	22656	102	95	92	479	479	476	24	22	27	47	48	43	29	30	30	0	0	0
Asian/Pacific Islander	NC	32	1472	NC	94	98	NC	505	507	NC	10	8	NC	27	30	NC	63	60	NC	0	2
American Indian/Alaskan Native	NC	11	4940	NC	92	98	NC	478	469	NC	30	34	NC	30	43	NC	40	23	NC	0	0
White	13	319	34501	76	84	93	484	496	500	31	11	10	38	37	34	31	50	55	0	1	1
Students with Disabilities	NC	92	7386	NC	89	95	NC	461	459	NC	36	46	NC	64	37	NC	0	17	NC	0	0
Students without Disabilities	81	907	61615	105	101	97	478	487	491	25	17	16	46	43	37	29	39	45	0	0	1
Limited English Proficient Students	16	126	9662	107	95	104	427	457	454	100	50	51	0	47	40	0	3	9	0	0	0
Migrant Students	--	NC	590				--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0
Economically Disadvantaged	85	341	16383				478	479	472	25	22	30	46	49	43	29	29	26	0	0	0
Non-Economically Disadvantaged	--	658	52618				--	490	494	--	16	14	--	40	36	--	44	49	--	1	1

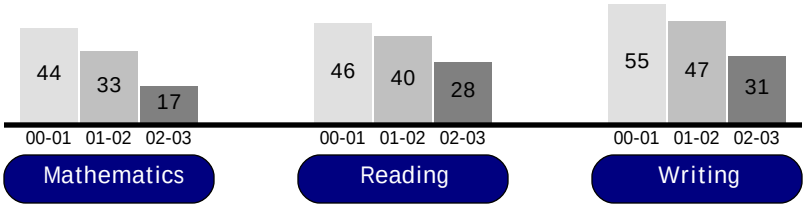
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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 adminstration complete the state assessments will meet the AYP standard estabilished 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

		2000-2001				2001-2002				2002-2003			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	76	37	41	53	100	19	36	44	89	38	45	50
	Language	89	24	33	45	100	15	34	39	96	24	34	43
	Mathematics	84	33	43	56	100	33	46	52	93	49	50	57
3	Reading	93	27	39	50	99	21	38	43	99	30	39	47
	Language	84	35	49	55	99	33	50	50	99	35	49	54
	Mathematics	95	18	41	53	99	15	41	50	98	39	46	54
4	Reading	93	40	46	55	97	28	41	47	95	34	46	52
	Language	95	39	44	50	97	31	42	45	99	35	45	48
	Mathematics	99	41	48	56	96	39	46	52	99	35	51	57
5	Reading	92	37	44	51	97	32	38	46	99	26	42	50
	Language	94	43	42	46	97	32	38	43	99	27	41	46
	Mathematics	93	51	50	56	97	43	46	54	100	27	49	57
6	Reading	92	40	47	54	95	38	43	49	98	37	47	53
	Language	99	28	39	46	95	32	38	42	97	27	39	45
	Mathematics	98	36	50	61	97	46	54	58	99	36	55	62
7	Reading	89	53	51	53	93	39	44	48	98	44	47	51
	Language	97	56	55	55	94	41	51	51	97	54	55	54
	Mathematics	95	47	49	57	97	43	51	54	99	48	53	58
8	Reading	98	41	52	55	99	44	47	49	96	40	49	53
	Language	98	35	50	50	99	40	45	46	98	34	47	49
	Mathematics	98	40	51	57	99	46	48	54	99	50	51	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

Students learn to be responsible for their actions and treat each other in a positive way through the use of the Make Your Day Program. Focus is placed on positive actions and responsible behavior. Students model good choices throughout the day.

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) : 1

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	Brenda J. Martin	(623) 772-2400
Transportation Policy	Dean Humphrey	(623) 877-1918
Community Resources	Patty Fink	(623) 772-2400
School Nutrition Programs	Jennifer Boesch	(623) 872-5467
Parent Organization	Office	(623) 772-2400
Student Health/Nurse	Donna Smith	(623) 772-2400

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."

Footnotes

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