



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

10825 W. Garden Lakes Parkway, Avondale, AZ 85323

Pendergast 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 (a)

2003-04 Highly Performing
2002-03 Performing
2001-02 Maintaining

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

School Overview

Principal/Administrator : Dr. Harold Waltman
Schedule : 8:00 AM to 4:30 PM
Grades : Pre-K-8
2004 Enrollment : 1155
Web Address : www.pendergast.k12.az.us/schools/glakes/index.htm
Phone Number : (623) 772-2520
Fax Number : (623) 877-9545
E-mail : HWaltman@pendergast.k12.az.us

Mission

Students are offered an educational program that motivates and challenges. The staff implements and integrates best practice ideas that are supported by research. We're committed to an educational environment that meets the needs of all students.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

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

School / Academic Goals

- ü To help students become better readers, writers, thinkers and problem solvers. Every child will read at or above grade level at the completion of third grade.
- ü Power Standards will be established using the Arizona Academic Standards to provide a better focus for school improvement. All grade levels will perform and strive to increase their percentage of at or above the state average on AIMS and SAT 9.

Enrollment

October 1, 2003 School Year Student Enrollment : 1129
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 111

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Reading Resource K-8
- ü ESL
- ü Developmental Pre-School
- ü Full-Day Kindergarten (tuition based)

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/2/2004
Last Day of School :	5/27/2005

Shared Responsibilities

School

Our role is to educate students by setting goals and expectations as they relate to the AZ Academic Standards. We strive to communicate effectively with parents and students and to provide a safe learning environment that reflects best practices.

Parents

We believe that parents and teachers working together generate student success. Our expectations are that parents be directly involved in their child's academic and social/emotional progress.

Transportation Policy

Transportation is a privilege. Busing is provided for students in the attendance area who live more than one mile from school. Busing is also provided for students with disabilities who require transportation as indicated in their IEP.

School Honors

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

Award/Honor	Year
ü Golden Gator Award Excellence in Teaching	2003
ü Sam's Club Teacher of the Year Award - Local	2004
ü Geography Bee /Poetry Contest /Science Fair winners	2004
ü Milken Family Foundation Award/Best in West Award	2002

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	118	1144	75509	100	100	100	573	514	521	1	15	13	13	26	23	23	32	33	63	26	31
All Students (Prior Year)	131	1084	75372	100	100	100	527	515	523	3	11	9	30	31	25	41	34	36	27	24	30
Female	64	560	37013	100	99	100	581	515	522	0	14	12	15	29	24	22	32	33	64	25	31
Male	54	584	38430	100	100	99	564	513	521	2	17	14	10	24	22	24	32	33	63	27	31
African American	NC	100	3660	NC	100	99	NC	491	496	NC	26	24	NC	33	31	NC	25	28	NC	16	18
Hispanic	38	642	30486	100	100	99	557	507	505	0	17	18	27	31	29	20	32	32	53	21	21
Asian/Pacific Islander	NC	20	1780	NC	100	98	NC	539	549	NC	7	5	NC	7	13	NC	64	33	NC	21	50
American Indian/Alaskan Native	NC	22	4075	NC	96	100	NC	486	486	NC	25	28	NC	30	34	NC	35	26	NC	10	12
White	65	359	35192	100	99	99	587	531	534	0	11	8	7	20	19	20	33	35	73	36	39
Students with Disabilities	14	127	9708	100	100	100	549	506	489	0	23	32	29	23	27	29	34	24	43	21	17
Students without Disabilities	104	1017	65801	99	98	98	574	515	525	1	15	11	11	26	23	23	32	34	65	26	33
Limited English Proficient Students	NC	236	16928	NC	87	100	NC	479	485	NC	50	29	NC	0	33	NC	50	26	NC	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	26	593	36411				566	500	503	5	21	19	20	29	29	30	34	32	45	17	20
Non-Economically Disadvantaged	92	551	39040				574	526	534	0	12	8	11	24	19	21	31	34	68	33	39

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	118	1143	75492	100	100	100	533	514	519	5	14	12	14	18	16	45	47	47	36	21	24
All Students (Prior Year)	131	1089	75221	100	100	100	523	514	523	4	12	8	16	20	16	65	55	56	15	13	21
Female	64	560	37014	100	99	100	536	517	523	6	12	10	15	19	15	35	46	48	44	23	27
Male	54	583	38400	100	100	99	529	511	516	4	17	14	13	18	17	56	47	47	27	18	21
African American	NC	100	3665	NC	100	99	NC	497	505	NC	27	20	NC	24	22	NC	40	43	NC	8	14
Hispanic	38	641	30438	100	100	99	535	511	508	10	15	17	10	21	21	50	46	47	30	18	15
Asian/Pacific Islander	NC	20	1773	NC	100	98	NC	527	534	NC	0	4	NC	14	10	NC	64	50	NC	21	36
American Indian/Alaskan Native	NC	22	4081	NC	96	100	NC	498	498	NC	21	25	NC	16	26	NC	63	40	NC	0	8
White	65	359	35177	100	99	99	534	523	528	4	10	8	14	14	13	40	48	49	42	29	31
Students with Disabilities	14	126	9707	100	100	100	502	503	495	0	18	33	60	28	21	20	38	33	20	16	13
Students without Disabilities	104	1017	65785	99	98	98	534	515	522	5	14	10	11	18	16	46	47	49	37	21	26
Limited English Proficient Students	NC	235	16905	NC	87	100	NC	512	489	NC	50	34	NC	0	28	NC	0	32	NC	50	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	26	592	36302				529	507	507	0	19	18	16	20	21	58	46	46	26	15	14
Non-Economically Disadvantaged	92	551	39164				533	519	528	6	10	8	13	18	13	42	47	48	39	25	31

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	118	1138	75053	100	100	99	655	599	597	4	8	7	4	11	12	74	70	72	18	11	9
All Students (Prior Year)	130	1058	73654	100	98	99	528	521	530	5	15	9	22	17	13	68	63	70	5	6	7
Female	64	559	36872	100	99	99	693	624	621	2	4	5	2	9	9	65	71	74	31	15	12
Male	54	579	38109	100	100	99	612	574	573	6	11	10	6	14	14	84	68	69	4	7	6
African American	NC	99	3636	NC	99	99	NC	580	568	NC	11	12	NC	12	16	NC	67	67	NC	11	6
Hispanic	38	640	30235	100	100	98	617	587	575	7	9	9	7	13	14	70	69	70	17	9	6
Asian/Pacific Islander	NC	20	1768	NC	100	98	NC	704	651	NC	0	3	NC	0	5	NC	79	72	NC	21	19
American Indian/Alaskan Native	NC	22	4044	NC	96	99	NC	587	550	NC	11	13	NC	16	17	NC	63	66	NC	11	4
White	65	356	35028	100	99	99	674	614	613	0	6	6	3	9	10	78	71	73	19	13	11
Students with Disabilities	14	126	9625	100	100	100	582	562	530	14	17	21	0	17	21	86	56	55	0	10	4
Students without Disabilities	104	1012	65428	99	97	98	660	601	604	3	7	6	4	11	11	73	70	73	20	11	10
Limited English Proficient Students	NC	232	16765	NC	86	100	NC	674	525	NC	0	17	NC	50	20	NC	0	60	NC	50	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	26	590	36077				613	573	566	15	11	10	0	13	16	60	66	69	25	9	5
Non-Economically Disadvantaged	92	548	38950				665	619	618	1	5	5	5	10	9	77	72	73	17	13	12

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	130	1134	76019	99	99	100	523	493	499	5	15	14	28	41	39	14	14	14	53	30	33
All Students (Prior Year)	120	1051	76230	100	100	100	503	487	498	7	17	12	39	43	38	20	15	12	34	25	37
Female	68	537	37207	100	100	100	528	495	499	3	13	12	28	43	41	10	13	14	59	30	33
Male	62	596	38677	97	99	100	518	491	498	7	17	15	28	38	38	19	14	13	47	30	34
African American	12	136	3817	100	98	100	511	475	475	0	23	23	55	47	47	0	11	11	45	19	18
Hispanic	36	589	29458	100	100	100	509	482	480	6	18	20	35	47	48	16	13	12	42	23	20
Asian/Pacific Islander	NC	27	1673	NC	100	99	NC	522	531	NC	5	4	NC	47	29	NC	0	14	NC	47	53
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	466	--	NC	28	--	NC	49	--	NC	10	--	NC	13
White	75	369	35880	99	98	100	528	510	515	5	10	7	19	32	32	16	16	16	59	41	45
Students with Disabilities	11	136	9786	100	100	100	457	444	457	33	49	39	56	37	40	11	4	7	0	9	13
Students without Disabilities	119	998	66233	98	99	99	528	497	503	3	13	11	25	41	39	15	15	14	57	32	35
Limited English Proficient Students	NC	251	15206	NC	97	100	NC	470	459	NC	20	31	NC	56	53	NC	11	7	NC	13	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	14	565	35714				500	479	480	8	20	20	33	44	47	25	15	12	33	20	20
Non-Economically Disadvantaged	116	569	40266				525	503	513	5	12	9	27	38	33	13	13	15	55	37	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	130	1135	76020	99	99	100	512	498	503	14	30	25	16	24	23	53	39	40	17	7	12
All Students (Prior Year)	119	1049	76202	99	100	100	504	500	505	16	24	19	27	27	24	46	40	46	11	8	11
Female	68	538	37213	100	100	100	514	500	504	11	23	22	16	25	23	52	43	42	20	9	13
Male	62	596	38666	97	99	100	510	496	501	18	35	29	16	23	22	53	36	38	14	6	12
African American	12	137	3819	100	99	100	507	493	494	9	36	37	27	29	26	55	29	31	9	6	6
Hispanic	36	589	29442	100	100	99	507	495	494	16	37	37	10	22	26	65	36	31	10	5	6
Asian/Pacific Islander	NC	27	1672	NC	100	99	NC	502	513	NC	11	12	NC	26	19	NC	63	49	NC	0	20
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	489	--	NC	48	--	NC	25	--	NC	24	--	NC	3
White	75	369	35890	99	98	100	516	503	511	15	20	15	15	23	20	47	46	48	22	11	18
Students with Disabilities	11	136	9784	100	100	100	480	482	485	63	62	58	38	22	19	0	13	19	0	3	4
Students without Disabilities	119	999	66236	98	99	99	514	499	504	11	27	23	15	24	23	56	41	42	18	8	13
Limited English Proficient Students	NC	251	15198	NC	97	100	NC	485	483	NC	61	59	NC	18	25	NC	20	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	14	566	35703				503	494	494	25	38	37	17	24	26	50	34	31	8	5	6
Non-Economically Disadvantaged	116	569	40274				513	501	509	13	23	17	16	23	20	53	44	47	18	9	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	130	1132	75673	99	99	100	546	525	530	9	11	12	24	28	25	60	58	58	7	3	4
All Students (Prior Year)	117	1026	74692	98	98	99	509	496	502	8	20	18	33	30	27	53	44	47	6	5	8
Female	68	536	37099	100	99	100	561	543	548	5	7	8	21	23	22	66	66	64	8	4	6
Male	62	595	38441	97	99	99	529	508	513	14	14	16	28	33	29	53	51	52	5	2	3
African American	12	136	3791	100	98	99	556	508	506	0	16	18	9	27	29	91	55	50	0	2	3
Hispanic	36	588	29305	100	100	99	538	522	507	13	11	16	29	30	31	52	57	51	6	2	2
Asian/Pacific Islander	NC	27	1665	NC	100	99	NC	538	573	NC	0	6	NC	42	16	NC	58	67	NC	0	10
American Indian/Alaskan Native	--	NC	4707	--	NC	100	--	NC	492	--	NC	19	--	NC	33	--	NC	46	--	NC	1
White	75	368	35760	99	98	99	550	535	550	10	9	9	22	26	21	60	61	64	8	4	6
Students with Disabilities	11	135	9706	100	100	100	500	463	462	22	36	36	33	33	32	44	29	31	0	1	1
Students without Disabilities	119	997	65967	98	98	99	549	530	536	8	9	10	24	28	25	61	60	60	7	3	5
Limited English Proficient Students	NC	251	15115	NC	97	100	NC	488	471	NC	20	26	NC	42	38	NC	38	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	14	565	35541				521	516	504	8	12	17	33	32	31	50	53	50	8	3	2
Non-Economically Disadvantaged	116	567	40091				549	532	550	9	10	9	23	25	21	61	61	64	7	3	6

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	164	1123	75001	98	99	99	485	462	468	22	39	37	37	39	36	26	15	16	14	7	10
All Students (Prior Year)	154	1014	71167	99	100	99	472	452	463	27	45	38	50	43	41	17	8	14	6	3	7
Female	87	567	36846	100	99	99	489	464	468	15	36	36	44	42	38	29	15	16	11	6	10
Male	77	555	37974	94	98	99	480	460	467	31	43	39	29	36	34	22	14	16	18	7	11
African American	11	123	3720	100	99	98	442	445	446	44	50	53	44	38	33	11	9	9	0	3	4
Hispanic	36	546	26675	92	98	98	465	451	448	40	48	52	36	39	34	20	11	10	4	3	4
Asian/Pacific Islander	NC	21	1575	NC	100	99	NC	476	504	NC	37	18	NC	37	33	NC	11	20	NC	16	29
American Indian/Alaskan Native	NC	14	4731	NC	100	98	NC	463	438	NC	36	61	NC	45	30	NC	18	7	NC	0	2
White	113	419	37785	98	99	99	493	476	482	17	28	25	38	40	39	28	20	21	18	11	15
Students with Disabilities	27	118	8802	93	100	100	430	423	418	81	82	79	13	16	16	0	0	3	6	2	1
Students without Disabilities	137	1005	66199	99	98	99	492	464	472	15	37	34	40	41	38	29	15	17	15	7	11
Limited English Proficient Students	10	197	11710	71	95	100	411	422	429	100	72	70	0	26	25	0	2	4	0	0	1
Migrant Students	--	17	709				--	430	442	--	73	57	--	27	34	--	0	7	--	0	2
Economically Disadvantaged	28	438	29814				448	450	448	61	47	53	22	40	33	6	8	10	11	4	4
Non-Economically Disadvantaged	136	685	45170				490	468	479	17	35	28	40	39	38	29	18	20	15	8	14

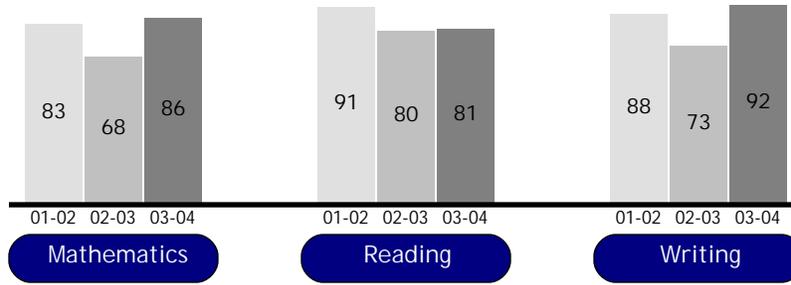
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	164	1119	74918	98	98	99	510	493	497	22	33	32	18	22	19	41	36	35	18	10	15
All Students (Prior Year)	154	1012	71100	99	100	99	511	496	502	15	28	25	21	23	21	47	40	40	17	9	15
Female	87	565	36805	100	99	99	517	498	501	15	28	28	19	23	19	46	38	37	20	11	16
Male	77	553	37936	94	98	99	503	487	493	31	39	35	18	20	18	35	33	33	16	8	14
African American	11	123	3719	100	99	98	478	477	481	44	46	43	22	22	21	33	27	29	0	4	7
Hispanic	36	543	26645	92	98	98	482	481	478	44	42	46	24	23	20	28	29	27	4	5	6
Asian/Pacific Islander	NC	21	1571	NC	100	99	NC	499	521	NC	42	18	NC	16	15	NC	16	38	NC	26	30
American Indian/Alaskan Native	NC	14	4729	NC	100	98	NC	485	468	NC	45	57	NC	27	19	NC	18	19	NC	9	4
White	113	418	37773	98	98	99	520	509	511	16	19	20	17	20	18	46	45	41	22	15	21
Students with Disabilities	27	118	8801	93	100	100	449	450	448	75	76	75	19	13	13	0	9	10	6	2	2
Students without Disabilities	137	1001	66117	99	98	99	518	496	501	16	30	28	18	22	19	46	37	37	20	10	16
Limited English Proficient Students	10	198	11706	71	96	100	436	452	454	100	80	71	0	14	16	0	6	12	0	0	1
Migrant Students	--	17	706				--	466	467	--	64	55	--	27	22	--	9	20	--	0	4
Economically Disadvantaged	28	435	29785				473	480	477	50	46	47	22	22	20	28	28	26	0	4	6
Non-Economically Disadvantaged	136	684	45115				516	499	508	19	26	23	18	22	18	43	39	39	21	12	20

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	164	1113	74503	98	98	99	509	494	491	2	6	9	28	32	32	63	56	51	7	5	8
All Students (Prior Year)	154	999	69001	99	100	96	496	486	490	10	18	17	39	43	37	51	39	45	0	0	1
Female	87	564	36686	100	98	99	519	506	506	1	5	5	23	26	29	68	63	57	8	6	9
Male	77	548	37644	94	97	98	498	480	476	3	7	13	33	39	36	58	50	45	6	4	6
African American	11	122	3677	100	98	97	485	488	475	0	8	12	33	27	36	67	63	46	0	2	5
Hispanic	36	543	26500	92	98	97	507	480	467	4	8	13	33	38	39	50	51	44	13	4	4
Asian/Pacific Islander	NC	21	1566	NC	100	99	NC	548	537	NC	5	5	NC	21	23	NC	58	55	NC	16	18
American Indian/Alaskan Native	NC	14	4695	NC	100	97	NC	518	464	NC	0	14	NC	18	39	NC	73	44	NC	9	3
White	113	413	37606	98	97	99	509	505	508	2	4	6	26	30	28	67	59	56	6	7	10
Students with Disabilities	27	117	8662	93	100	100	440	416	409	14	22	37	57	59	42	29	20	20	0	0	1
Students without Disabilities	137	996	65841	99	97	98	517	498	499	1	5	7	24	31	32	67	59	53	8	6	8
Limited English Proficient Students	10	197	11608	71	95	100	408	447	430	33	16	23	67	45	47	0	37	28	0	2	1
Migrant Students	--	17	701				--	464	449	--	0	17	--	55	43	--	45	38	--	0	1
Economically Disadvantaged	28	435	29587				448	474	465	11	9	14	44	37	40	44	52	43	0	1	4
Non-Economically Disadvantaged	136	678	44898				518	504	507	1	4	7	25	30	28	66	58	55	8	7	10

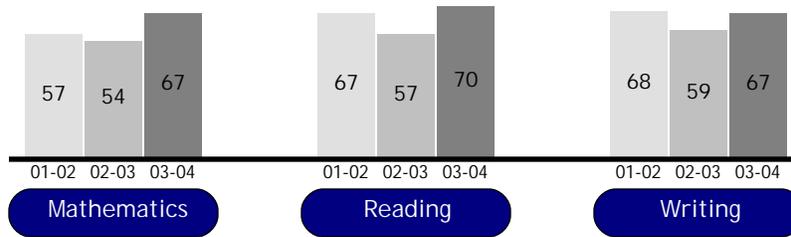
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

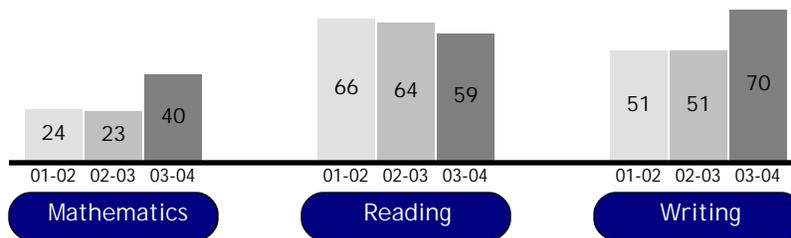
3rd Grade Proficiency



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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	55	36	44	95	55	45	50	100	60	NA	58
	Language	96	48	34	39	98	44	34	43	100	58	37	50
	Mathematics	98	63	46	52	100	67	50	57	100	77	54	64
3	Reading	96	57	38	43	100	52	39	47	100	72	NA	55
	Language	96	65	50	50	100	60	49	54	100	79	58	61
	Mathematics	96	68	41	50	99	53	46	54	100	82	55	61
4	Reading	95	64	41	47	99	73	46	52	98	71	NA	56
	Language	95	62	42	45	99	66	45	48	99	64	47	52
	Mathematics	94	74	46	52	99	83	51	57	99	81	56	61
5	Reading	97	58	38	46	99	59	42	50	98	68	NA	55
	Language	98	54	38	43	100	57	41	46	98	60	44	49
	Mathematics	98	63	46	54	99	63	49	57	98	81	57	63
6	Reading	96	65	43	49	99	69	47	53	100	71	NA	56
	Language	96	54	38	42	100	59	39	45	100	56	42	48
	Mathematics	97	74	54	58	98	78	55	62	100	73	60	66
7	Reading	97	66	44	48	99	66	47	51	96	63	NA	54
	Language	97	74	51	51	99	73	55	54	95	61	53	58
	Mathematics	97	71	51	54	98	67	53	58	96	68	53	62
8	Reading	95	57	47	49	99	63	49	53	93	65	NA	55
	Language	94	62	45	46	99	66	47	49	91	66	51	52
	Mathematics	95	61	48	54	96	69	51	58	92	70	56	61

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

School Site Council

Council Composition

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

Council Duties

- Ü Strategic Plan
- Ü Technology and Support
- Ü Communications
- Ü School Calendar
- Ü Instructional Strategies
- Ü Curriculum Development

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	60.50
Other Professional Staff	3.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	9	7	0	0
7 to 9 years	3	1	0	0
10 or more years	21	13	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	51
Core academic classes taught by Highly Qualified (NCLB) teachers.	108
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Media Center with Media Studio
- Ü Cafetorium with Stage
- Ü Computer Lab

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council/Yearbook
- Ü Jazz Band/Choir/Drama
- Ü Volleyball/Basketball Intramurals
- Ü Chess Club
- Ü Spiritline/Dance
- Ü Drama

Social Services

- Ü Counseling Services/Mediation
- Ü Health Services
- Ü Breakfast/Lunch Programs
- Ü Before & After School Child Care/YMCA
- Ü Adult Jazzercise

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Hosted a celebration for Veteran's Day. Guest speakers were here to view our decorated campus and talk to students about pride and patriotism and the significance of Veteran's Day. School and community barbeque are part of the schoolwide celebration.
- ü Fourth grade students participated in a four-concert series sponsored by West Valley Fine Arts Council. Grants were received to help fund.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	0	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	62	62
Grades 3-4	82	92
Grades 4-5	58	48
Grades 5-6	84	85
Grades 6-7	60	56
Grades 7-8	58	68

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

School Safety

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

High expectations for student behavior have been established and maintained. Strong parental support and dedicated teachers have been instrumental in creating a safe, positive learning environment with a focus on a positive character traits program.

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) :

3

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	Harold Waltman	(623) 772-2520
Transportation Policy	Dean Humphrey	(623) 772-2280
Community Resources	JoAnna Christopher	(623) 772-2520
School Nutrition Programs	Jennifer Boesch	(623) 872-5467
Parent Organization	Terri Hackett	(623) 772-2520
Student Health/Nurse	Barb Olson	(623) 772-2529

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. 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

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.