

# Frontier Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

21258 N. 81st Avenue, Peoria, AZ 85382

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

Performing\*

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

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Not Met

School Improvement  
Status\*\*\*

N/A

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

### School Overview

Principal/Administrator : Mrs. Linda Bromert  
Schedule : 7:30 AM to 4:00 PM  
Grades : K-8  
2003 Enrollment : 1406  
Web Address : frontier.peoriaud.k12.az.us  
Phone Number : (623) 412-4900  
Fax Number : (623) 412-4905  
E-mail : lbromert@peoriaud.k12.az.us

### Mission

The mission of Frontier School is to provide a positive learning environment, to educate and challenge students academically and provide opportunities to grow socially and to be successful, productive citizens.

### School / Academic Goals

Ü Frontier students will demonstrate increased achievement in reading, mathematics and language as evidenced by improved scores on the Stanford 9 Achievement Test and Arizona's Instrument to Measure Standards (AIMS).

Ü A safe and secure environment will be provided for all students, staff and community patrons.

### Instructional Programs

Ü Music/Band/Art/Physical Education  
Ü Special Ed. Resource & Speech Prog. K-8  
Ü Gifted Prog. 3-8, Beg. & Int. Algebra  
Ü Technology Instruction K-8

### Enrollment

October 1, 2002 School Year Student Enrollment : 1425  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 57

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 6 hours 0 minutes  
First Day of School : 8/10/2003  
Last Day of School : 5/2/2004

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

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

Council Duties

- ü Improved Communication
- ü School Improvement
- ü School Safety
- ü Growth and Boundary Issues

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	3.00	Teacher	62.50
Other Professional Staff	7.50	Teacher Aide	6.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	15	9	0	0
7 to 9 years	7	6	0	0
10 or more years	10	9	1	0

Shared Responsibilities

School

The staff and administration have a responsibility to provide a quality educational experience for each child. A team approach, home/school partnership, is an important key to every child's success at Frontier School.

Parents

Parents have a responsibility to be an active partner in their child's educational success. Education begins at home and is supported by the Frontier faculty and administration. This dual partnership, will have a lifetime effect upon a child.

Resources Available at School Site

Special Facilities

- ü Technology Labs with Internet Access
- ü Media Center with Internet Access

Extracurricular Activities

- ü Student Council
- ü Sports Teams
- ü Performing Arts
- ü Renaissance Club

Social Services

- ü School Advisory Council
- ü PTSO
- ü Before/After School Child Care

Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Frontier School. Transportation services are provided for eligible special education students to any school or facility as needed.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Student Achievement: SAT 9, mean PR increased grades 2-8 ranged from 62-81% in reading, math, language; 6 of 9 grade levels achieved stated school improvement goals.
- ü Extracurricular: Field days; Kiwanis Awards; fifth and sixth grade Cross Country District Champs; Girls Basketball, Second place in Cactus League Tournament; Boys Softball, Second place in district.

School Honors

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

Award/Honor	Year
ü Raymond S. Kellis Leadership in Teaching	2003
ü Science Olympiad Winners	2002
ü Girls Basketball District Winner	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	95	95	94	96
Transfers Out <sup>3</sup>	4	20	20	20
Transfers In <sup>4</sup> (Within District)	1	2	2	2
Transfers In <sup>5</sup> (Out of District)	4	10	10	9
Promotion Rate <sup>6</sup>	100	99	98	95
Retention Rate <sup>7</sup>	0	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	56	58
Grades 3-4	91	59
Grades 4-5	55	72
Grades 5-6	76	91
Grades 6-7	67	57
Grades 7-8	73	64

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	155	2731	75372	99	100	101	539	529	523	0	5	9	19	23	25	43	41	36	39	31	30
All Students (Prior Year)	136	2609	70809	NA	NA	NA	536	528	518	1	5	11	15	23	27	52	41	35	32	31	27
Female	76	1343	36901	97	98	101	542	530	524	0	4	8	15	23	25	40	41	36	45	31	31
Male	79	1387	38385	101	101	101	537	528	523	0	6	9	22	23	24	46	41	36	32	31	30
African American	NC	118	3589	NC	94	96	NC	512	501	NC	9	18	NC	37	33	NC	39	33	NC	15	16
Hispanic	11	552	29103	122	100	99	537	512	510	0	10	12	33	34	31	56	39	36	11	18	20
Asian/Pacific Islander	NC	90	1574	NC	99	96	NC	543	549	NC	5	3	NC	20	14	NC	30	34	NC	45	48
American Indian/Alaskan Native	--	33	5086	--	97	114	--	515	491	--	8	22	--	29	38	--	33	28	--	29	12
White	137	1913	34597	98	99	98	540	534	535	0	3	4	16	20	20	44	43	38	40	34	38
Students with Disabilities	NC	247	8057	NC	73	99	NC	507	496	NC	16	23	NC	30	31	NC	34	28	NC	19	17
Students without Disabilities	148	2484	67315	104	104	101	539	529	525	0	4	8	19	23	24	43	41	37	39	31	31
Limited English Proficient Students	NC	189	16925	NC	106	112	NC	505	482	NC	11	27	NC	46	40	NC	30	26	NC	13	7
Migrant Students	--	NC	869				--	NC	501	--	NC	17	--	NC	30	--	NC	39	--	NC	14
Economically Disadvantaged	--	205	26325				--	492	504	--	11	15	--	51	34	--	33	33	--	5	18
Non-Economically Disadvantaged	155	2526	49047				539	531	530	0	4	6	19	21	21	43	42	37	39	33	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	147	2716	75221	94	99	101	533	526	523	1	5	8	12	15	16	65	60	56	21	20	21
All Students (Prior Year)	142	2610	70860	NA	NA	NA	527	531	524	1	4	9	9	12	17	65	53	45	25	32	30
Female	71	1338	36833	91	98	100	538	529	526	0	3	6	4	15	15	69	60	56	27	23	23
Male	76	1378	38319	97	100	101	528	522	520	3	7	9	19	16	17	62	60	56	16	18	18
African American	NC	116	3597	NC	92	97	NC	512	510	NC	11	14	NC	21	22	NC	58	53	NC	11	11
Hispanic	10	553	29019	111	100	99	555	516	513	0	8	12	13	23	21	50	54	55	38	14	13
Asian/Pacific Islander	NC	90	1572	NC	99	95	NC	536	536	NC	3	2	NC	13	9	NC	59	57	NC	25	31
American Indian/Alaskan Native	--	34	5071	--	100	114	--	518	502	--	4	20	--	20	27	--	60	46	--	16	8
White	130	1900	34543	93	98	97	532	529	531	2	4	4	11	13	12	67	61	58	20	22	26
Students with Disabilities	NC	248	8006	NC	73	99	NC	509	505	NC	14	22	NC	27	23	NC	49	42	NC	10	13
Students without Disabilities	139	2468	67215	98	103	101	533	526	524	1	5	7	12	15	16	65	60	56	21	20	21
Limited English Proficient Students	NC	189	16853	NC	106	112	NC	503	489	NC	19	29	NC	26	36	NC	47	32	NC	9	3
Migrant Students	--	NC	866				--	NC	503	--	NC	19	--	NC	23	--	NC	49	--	NC	8
Economically Disadvantaged	--	204	26256				--	494	509	--	19	14	--	36	24	--	44	51	--	1	11
Non-Economically Disadvantaged	147	2512	48965				533	528	528	1	4	5	12	14	13	65	61	58	21	21	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	152	2701	73654	97	99	99	541	533	530	1	5	9	6	11	13	88	78	70	4	6	7
All Students (Prior Year)	105	2434	68592	NA	NA	NA	549	550	542	1	4	9	9	8	12	81	72	63	10	16	16
Female	75	1338	36239	96	98	99	548	539	537	0	3	7	6	8	11	87	81	72	7	8	10
Male	77	1363	37301	99	99	98	534	526	523	3	7	12	7	13	15	89	75	68	1	4	5
African American	NC	117	3488	NC	93	94	NC	523	515	NC	10	16	NC	12	18	NC	74	62	NC	3	4
Hispanic	11	541	28348	122	98	96	528	524	520	0	8	13	11	16	17	89	73	65	0	3	5
Asian/Pacific Islander	NC	89	1558	NC	98	95	NC	543	547	NC	1	3	NC	8	8	NC	82	76	NC	8	13
American Indian/Alaskan Native	--	33	4947	--	97	111	--	529	507	--	4	22	--	8	22	--	80	53	--	8	3
White	134	1893	33924	96	98	96	542	535	537	2	4	5	6	10	10	88	79	75	5	7	9
Students with Disabilities	NC	244	7306	NC	72	90	NC	521	506	NC	19	24	NC	8	20	NC	69	52	NC	4	4
Students without Disabilities	145	2457	66348	102	102	100	541	533	531	1	5	8	6	11	13	88	78	71	4	6	8
Limited English Proficient Students	NC	186	16422	NC	104	109	NC	510	495	NC	18	30	NC	20	27	NC	61	43	NC	2	0
Migrant Students	--	10	849				--	488	511	--	25	19	--	25	22	--	50	56	--	0	4
Economically Disadvantaged	--	204	25711				--	501	514	--	19	16	--	23	19	--	58	61	--	1	3
Non-Economically Disadvantaged	152	2497	47943				541	535	535	1	4	7	6	10	11	88	79	74	4	6	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	156	2885	76230	98	100	101	517	508	498	1	6	12	34	37	38	15	13	12	50	45	37
All Students (Prior Year)	155	2848	72888	NA	NA	NA	511	497	494	8	10	14	34	42	40	18	14	12	40	34	34
Female	87	1398	37247	98	99	100	520	510	500	0	4	11	34	37	40	15	13	13	51	46	37
Male	69	1484	38725	97	100	101	514	507	497	2	7	14	33	37	37	16	13	12	49	43	37
African American	NC	140	3594	NC	94	96	NC	490	476	NC	10	22	NC	51	46	NC	12	11	NC	27	21
Hispanic	12	630	28100	100	98	98	526	499	482	0	7	18	18	46	47	36	13	11	45	35	24
Asian/Pacific Islander	NC	81	1447	NC	99	95	NC	525	527	NC	3	5	NC	25	26	NC	12	11	NC	60	58
American Indian/Alaskan Native	NC	39	5292	NC	100	113	NC	499	463	NC	9	31	NC	47	47	NC	9	8	NC	35	14
White	130	1964	35389	96	99	96	518	512	514	1	5	6	33	34	32	15	13	14	51	48	48
Students with Disabilities	NC	244	9022	NC	91	105	NC	461	465	NC	36	31	NC	39	43	NC	3	8	NC	21	17
Students without Disabilities	147	2641	67208	99	101	100	517	510	500	1	5	12	34	37	38	15	13	12	50	45	38
Limited English Proficient Students	NC	159	14826	NC	105	113	NC	482	460	NC	6	31	NC	56	51	NC	19	8	NC	19	10
Migrant Students	--	15	837				--	528	478	--	0	19	--	25	51	--	25	8	--	50	21
Economically Disadvantaged	--	100	25037				--	462	477	--	18	21	--	68	47	--	7	11	--	7	21
Non-Economically Disadvantaged	156	2785	51193				517	510	507	1	5	9	34	36	35	15	13	13	50	46	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	157	2864	76202	98	99	101	504	508	505	17	13	19	27	23	24	45	52	46	11	13	11
All Students (Prior Year)	157	2848	72779	NA	NA	NA	511	507	505	11	15	21	19	20	20	52	50	43	17	15	15
Female	90	1396	37231	101	99	100	507	511	507	11	9	16	25	22	24	51	54	48	14	16	13
Male	67	1465	38718	94	99	101	500	505	503	25	16	22	31	24	24	37	49	44	7	11	10
African American	NC	139	3600	NC	93	97	NC	501	497	NC	21	28	NC	30	29	NC	40	39	NC	8	5
Hispanic	12	630	28090	100	98	98	505	504	497	0	16	28	27	28	30	73	47	37	0	9	5
Asian/Pacific Islander	NC	80	1443	NC	98	95	NC	517	515	NC	9	9	NC	12	19	NC	63	53	NC	15	19
American Indian/Alaskan Native	NC	38	5311	NC	97	113	NC	505	491	NC	15	38	NC	35	31	NC	47	28	NC	3	3
White	132	1952	35371	98	99	96	504	509	512	18	11	10	26	21	20	43	53	54	13	15	16
Students with Disabilities	NC	234	9097	NC	87	106	NC	497	493	NC	39	39	NC	25	27	NC	29	29	NC	7	5
Students without Disabilities	148	2630	67105	99	100	100	504	508	506	17	12	18	27	23	24	45	52	47	11	13	12
Limited English Proficient Students	NC	158	14780	NC	105	113	NC	499	486	NC	19	50	NC	25	32	NC	56	18	NC	0	1
Migrant Students	--	14	832				--	512	492	--	0	36	--	0	31	--	100	31	--	0	3
Economically Disadvantaged	--	99	24961				--	486	495	--	49	32	--	34	30	--	16	34	--	0	4
Non-Economically Disadvantaged	157	2765	51241				504	509	509	17	11	14	27	23	22	45	53	51	11	13	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	159	2862	74692	99	99	99	519	513	502	7	10	18	24	26	27	57	56	47	12	9	8
All Students (Prior Year)	154	2780	70710	NA	NA	NA	530	523	512	9	10	17	22	23	26	49	51	42	20	16	16
Female	90	1388	36710	101	98	99	530	522	509	2	6	14	24	22	26	55	61	50	19	11	10
Male	69	1472	37742	97	100	98	504	504	495	13	14	22	25	29	28	59	51	44	3	6	6
African American	NC	141	3516	NC	95	94	NC	505	487	NC	13	26	NC	34	31	NC	45	39	NC	9	4
Hispanic	12	631	27492	100	98	96	535	506	486	0	12	27	9	29	32	73	53	38	18	7	4
Asian/Pacific Islander	NC	80	1428	NC	98	94	NC	529	528	NC	8	8	NC	14	20	NC	60	54	NC	18	18
American Indian/Alaskan Native	NC	39	5166	NC	100	110	NC	495	470	NC	21	39	NC	24	32	NC	53	27	NC	3	2
White	133	1943	34785	99	98	94	518	515	517	7	9	10	26	25	23	55	57	56	11	9	11
Students with Disabilities	NC	231	8428	NC	86	98	NC	473	472	NC	40	38	NC	25	30	NC	35	29	NC	0	3
Students without Disabilities	150	2631	66264	101	100	99	519	514	503	7	9	17	24	26	27	57	56	48	12	9	8
Limited English Proficient Students	NC	159	14363	NC	105	109	NC	492	459	NC	19	47	NC	31	34	NC	44	19	NC	6	1
Migrant Students	--	15	814				--	552	475	--	0	33	--	0	37	--	75	27	--	25	2
Economically Disadvantaged	--	97	24507				--	467	480	--	30	31	--	54	33	--	17	33	--	0	3
Non-Economically Disadvantaged	159	2765	50185				519	514	511	7	9	13	24	25	24	57	57	53	12	9	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	163	2987	71167	97	99	99	469	468	463	33	32	38	46	47	41	12	15	14	8	6	7
All Students (Prior Year)	166	2820	66213	NA	NA	NA	476	470	459	23	29	39	49	46	40	21	18	14	7	7	7
Female	76	1483	34825	96	98	99	463	466	462	33	32	38	55	49	42	8	15	14	4	4	6
Male	87	1500	36047	98	99	99	475	469	464	33	33	38	39	44	39	16	15	15	13	8	8
African American	--	153	3225	--	99	95	--	445	441	--	54	57	--	38	34	--	7	6	--	2	2
Hispanic	12	566	23643	133	96	97	442	456	445	70	44	53	10	40	37	20	13	8	0	2	2
Asian/Pacific Islander	NC	85	1503	NC	94	100	NC	484	493	NC	18	18	NC	49	40	NC	21	23	NC	12	19
American Indian/Alaskan Native	NC	35	5161	NC	100	103	NC	470	435	NC	34	63	NC	41	30	NC	14	5	NC	10	2
White	143	2131	35245	95	99	95	472	471	476	29	29	26	51	49	45	12	16	19	9	7	10
Students with Disabilities	10	250	8095	53	88	104	396	429	426	100	69	69	0	28	25	0	1	5	0	1	1
Students without Disabilities	153	2737	63072	103	100	99	470	469	464	32	31	37	47	47	41	13	15	15	9	6	7
Limited English Proficient Students	NC	113	10317	NC	130	111	NC	409	426	NC	78	72	NC	22	25	NC	0	2	NC	0	1
Migrant Students	--	NC	614				--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	--	24	17057				--	424	440	--	68	58	--	32	34	--	0	6	--	0	2
Non-Economically Disadvantaged	163	2963	54110				469	468	468	33	32	33	46	47	43	12	15	16	8	6	8

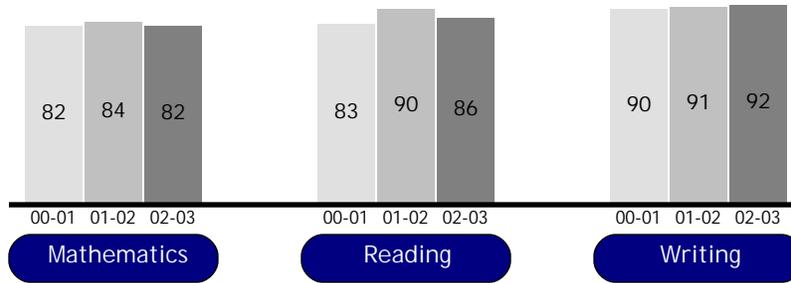
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	158	2981	71100	94	99	99	511	510	502	12	17	25	24	19	21	49	46	40	15	18	15
All Students (Prior Year)	168	2813	66144	NA	NA	NA	509	514	504	19	15	24	18	19	20	47	47	40	16	20	16
Female	72	1480	34801	91	98	99	511	513	505	10	13	21	28	20	22	45	49	42	17	18	15
Male	86	1498	36010	97	99	99	511	507	499	14	22	28	21	18	20	52	43	38	14	17	14
African American	--	154	3219	--	100	95	--	494	486	--	29	38	--	25	24	--	38	31	--	7	7
Hispanic	11	569	23630	122	97	96	492	502	485	25	23	37	25	22	25	50	41	32	0	14	6
Asian/Pacific Islander	NC	86	1509	NC	96	100	NC	518	522	NC	12	12	NC	19	14	NC	41	46	NC	27	28
American Indian/Alaskan Native	NC	35	5144	NC	100	102	NC	503	478	NC	24	46	NC	21	24	NC	41	25	NC	14	5
White	139	2119	35198	92	98	95	513	513	515	9	15	15	25	18	18	50	48	47	16	19	21
Students with Disabilities	13	266	8121	68	94	105	436	470	470	100	58	55	0	21	20	0	13	21	0	8	4
Students without Disabilities	145	2715	62979	97	99	99	512	511	503	11	17	23	24	19	21	49	47	41	15	18	15
Limited English Proficient Students	NC	113	10304	NC	130	110	NC	465	462	NC	57	63	NC	14	23	NC	29	13	NC	0	1
Migrant Students	--	NC	623				--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	--	26	17040				--	462	483	--	59	40	--	27	25	--	14	29	--	0	6
Non-Economically Disadvantaged	158	2955	54060				511	511	507	12	17	20	24	19	20	49	46	43	15	18	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	159	2940	69001	95	97	96	504	499	490	7	11	17	29	35	37	62	53	45	2	1	1
All Students (Prior Year)	155	2741	63579	NA	NA	NA	510	503	493	3	8	15	37	38	42	59	52	41	2	2	2
Female	72	1461	34086	91	97	97	509	506	496	4	6	13	26	33	36	68	59	51	1	2	1
Male	87	1476	34644	98	97	95	500	492	484	10	16	22	32	37	39	56	47	38	3	1	0
African American	--	150	3115	--	97	92	--	485	478	--	21	25	--	42	44	--	36	31	--	1	0
Hispanic	13	563	22656	144	96	92	485	491	476	38	14	27	0	40	43	63	45	30	0	0	0
Asian/Pacific Islander	NC	81	1472	NC	90	98	NC	508	507	NC	4	8	NC	35	30	NC	59	60	NC	1	2
American Indian/Alaskan Native	NC	35	4940	NC	100	98	NC	487	469	NC	14	34	NC	48	43	NC	38	23	NC	0	0
White	138	2095	34501	91	97	93	505	502	500	4	9	10	31	33	34	63	57	55	2	1	1
Students with Disabilities	15	258	7386	79	91	95	436	460	459	100	46	46	0	29	37	0	24	17	0	0	0
Students without Disabilities	144	2682	61615	97	98	97	505	500	491	6	10	16	29	35	37	62	54	45	2	1	1
Limited English Proficient Students	NC	109	9662	NC	125	104	NC	441	454	NC	71	51	NC	29	40	NC	0	9	NC	0	0
Migrant Students	--	NC	590				--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0
Economically Disadvantaged	--	26	16383				--	463	472	--	32	30	--	55	43	--	14	26	--	0	0
Non-Economically Disadvantaged	159	2914	52618				504	499	494	7	10	14	29	35	36	62	54	49	2	1	1

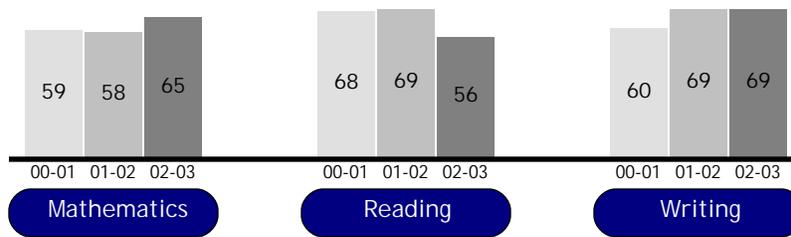
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

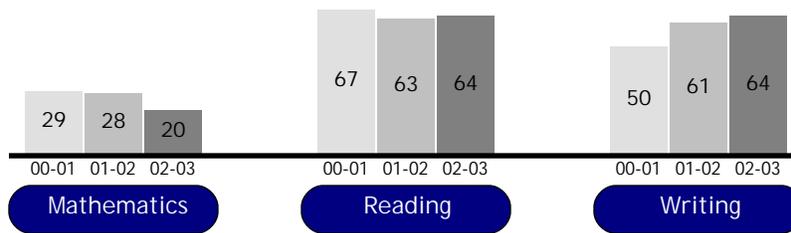
3rd Grade Proficiency



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.

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

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](http://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	91	70	63	53	99	67	58	44	95	63	62	50
	Language	96	64	57	45	99	70	56	39	97	63	57	43
	Mathematics	95	77	71	56	99	80	68	52	98	76	71	57
3	Reading	94	59	58	50	97	53	55	43	98	66	58	47
	Language	92	72	68	55	96	66	64	50	99	77	66	54
	Mathematics	95	80	67	53	95	74	65	50	98	77	67	54
4	Reading	90	66	62	55	98	64	59	47	98	71	63	52
	Language	92	59	58	50	99	61	57	45	98	65	59	48
	Mathematics	94	65	66	56	97	71	66	52	99	71	67	57
5	Reading	94	61	59	51	96	57	55	46	99	62	61	50
	Language	91	55	53	46	96	47	51	43	96	54	56	46
	Mathematics	94	74	66	56	94	66	63	54	97	74	67	57
6	Reading	97	68	63	54	100	65	60	49	99	63	63	53
	Language	96	59	56	46	100	56	54	42	95	61	58	45
	Mathematics	97	74	74	61	100	78	70	58	97	81	73	62
7	Reading	99	64	64	53	99	64	60	48	96	66	63	51
	Language	94	71	68	55	99	71	64	51	94	71	69	54
	Mathematics	98	73	71	57	99	71	68	54	99	69	70	58
8	Reading	97	67	63	55	99	66	61	49	95	67	62	53
	Language	96	64	61	50	99	63	60	46	94	68	62	49
	Mathematics	97	66	64	57	99	71	67	54	97	69	66	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

All exterior doors, except the front office, remain locked during the school day. Visitors must sign-in at the office and obtain an identification badge. Monthly safety inspection meetings; fire and safety drills; and safe school route.

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	Linda Bromert	(623) 412-4900
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Mrs. Willie Gentry	(623) 487-5183
Parent Organization	Sue Bertram	(623) 412-4900
Student Health/Nurse	Dinah Applebee	(623) 412-4904

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, 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](http://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](http://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](http://www.ade.az.gov/standards)