



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 (a)

2004-05	Highly Performing
2003-04	Performing
2002-03	Performing

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

### School Overview

Principal/Administrator : Mrs. Linda Bromert  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-8  
 2005 Enrollment : 1288  
 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, to provide opportunities to grow socially, and to help them become successful and productive citizens.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

### School / Academic Goals

- ü Students in grades K-8 will demonstrate an increased proficiency in reading accuracy and fluency, vocabulary development and comprehension, as evidenced by an increased percentage of students in gr. 3, 5, 8 meeting or exceeding state standards.
- ü Students in grades K-8 will demonstrate an increased proficiency in Mathematics computation and problem solving, as evidenced by an increased percentage of students in grades 3-8. meeting or exceeding state standards.
- ü Increased accessibility for technology usage via the district's technology integration program. Four additional classrooms were provided with technology resources and teacher training.

### Enrollment

October 1, 2004 School Year Student Enrollment : 1390  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 131

Instructional Programs

- ü Physical Education Gr. K-8
- ü Special Ed. Resource & Speech, Gr. K-8
- ü Gifted Prog. 3-8, Beg. & Int. Algebra
- ü Technology Instruction Gr. K-8
- ü Beginning, Intermed., Advanced Band, 5-8
- ü General Music Gr. 1-6, Chorus Gr. 6-8
- ü General Art. Gr. 1-8, Advanced Art, 7-8
- ü Wireless Laptop Carts available

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The staff and administration have a responsibility to provide a quality educational experience for each child. A team approach and a 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.

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.

School Honors

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

Award/Honor	Year
ü Honeywell Grant for Space Camp	2005
ü Wal Mart Teacher of the Year	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	169	2834	79306	100	100	99	466	448	445	6	7	10	5	15	18	61	57	51	27	20	20
All Students (Prior Year)	170	2724	75509	100	100	100	541	529	521	4	8	13	14	21	23	41	35	33	41	35	31
Female	85	1346	38691	100	100	99	464	453	446	5	6	10	6	14	18	65	60	52	24	20	20
Male	84	1488	40583	100	100	99	468	443	445	8	8	11	4	17	18	57	55	50	31	20	21
African American	NC	150	4041	NC	97	99	NC	431	426	NC	10	17	NC	23	23	NC	58	50	NC	10	10
Hispanic	25	655	32869	100	99	99	443	428	429	16	12	15	5	22	25	68	57	51	11	9	10
Asian/Pacific Islander	NC	85	1935	NC	98	99	NC	460	474	NC	4	3	NC	15	9	NC	51	48	NC	29	40
American Indian/Alaskan Native	NC	46	4264	NC	100	100	NC	419	419	NC	8	19	NC	35	30	NC	48	45	NC	10	6
White	135	1898	36197	99	100	99	469	455	463	5	6	5	4	12	11	61	58	53	30	24	31
Students with Disabilities	25	435	10321	100	100	100	449	391	389	21	23	30	0	27	27	67	40	34	13	10	9
Students without Disabilities	144	2404	69060	95	98	98	469	458	454	4	4	7	6	13	17	60	61	54	30	22	22
Limited English Proficient Students	NC	226	15509	NC	100	100	NC	356	406	NC	23	20	NC	29	30	NC	41	45	NC	6	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	NC	569	39415	NC	85	96	NC	439	431	NC	13	15	NC	17	25	NC	58	50	NC	12	10
Non-Economically Disadvantaged	161	2270	39966	100	100	100	467	450	459	6	6	6	5	15	12	61	57	52	28	22	30

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	169	2834	79395	100	0	99	477	458	446	3	4	9	8	18	25	66	64	55	24	13	11
All Students (Prior Year)	170	2724	75492	100	100	100	531	525	519	6	7	12	11	15	16	52	51	47	31	27	24
Female	85	1346	38743	100	0	100	480	469	451	3	3	7	5	14	24	66	68	57	26	16	12
Male	84	1488	40618	100	0	99	475	448	440	4	6	11	10	22	27	65	61	53	21	12	9
African American	NC	150	4052	NC	0	100	NC	449	434	NC	5	11	NC	21	29	NC	66	54	NC	8	6
Hispanic	25	655	32915	100	0	99	462	439	426	5	8	15	16	25	35	68	61	47	11	6	4
Asian/Pacific Islander	NC	85	1936	NC	0	99	NC	465	468	NC	3	3	NC	13	14	NC	64	63	NC	21	19
American Indian/Alaskan Native	NC	46	4271	NC	0	100	NC	435	420	NC	3	15	NC	35	42	NC	38	41	NC	25	2
White	135	1898	36221	99	0	99	478	465	465	3	3	4	7	15	15	65	66	63	25	16	17
Students with Disabilities	25	435	10331	100	0	100	460	400	388	17	15	25	4	34	37	63	43	34	17	8	4
Students without Disabilities	144	2404	69139	95	0	99	480	469	454	1	2	7	8	15	24	66	68	58	25	14	11
Limited English Proficient Students	NC	226	15545	NC	0	100	NC	358	399	NC	15	21	NC	42	42	NC	41	35	NC	2	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	NC	569	39484	NC	0	96	NC	449	429	NC	8	14	NC	24	35	NC	61	47	NC	7	4
Non-Economically Disadvantaged	161	2270	39986	100	0	100	479	460	461	3	3	4	8	16	16	65	65	63	25	15	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	168	2826	78869	99	100	99	477	453	442	1	3	6	9	17	21	76	70	63	14	10	10
All Students (Prior Year)	170	2706	75053	100	100	99	649	603	597	4	5	7	4	10	12	79	78	72	14	7	9
Female	84	1343	38536	99	100	99	486	474	458	0	1	4	6	9	15	79	75	67	15	14	14
Male	84	1483	40302	100	100	99	467	435	428	3	5	8	12	23	26	73	66	60	13	6	7
African American	NC	149	4015	NC	96	99	NC	443	430	NC	3	8	NC	17	24	NC	71	61	NC	9	7
Hispanic	24	651	32606	100	99	98	458	439	426	5	4	8	16	22	27	63	68	60	16	6	5
Asian/Pacific Islander	NC	85	1925	NC	98	99	NC	464	471	NC	1	3	NC	10	11	NC	73	64	NC	15	22
American Indian/Alaskan Native	NC	46	4245	NC	100	100	NC	435	423	NC	0	9	NC	23	26	NC	65	61	NC	13	4
White	135	1895	36078	99	100	99	480	458	459	1	3	4	8	15	16	77	71	66	14	11	14
Students with Disabilities	25	435	10246	100	100	100	463	386	367	0	8	18	21	37	39	63	48	40	17	7	4
Students without Disabilities	143	2396	68697	95	98	98	479	466	454	2	2	4	7	13	18	78	74	67	14	11	11
Limited English Proficient Students	NC	224	15339	NC	100	100	NC	359	399	NC	9	11	NC	33	31	NC	54	54	NC	4	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	NC	567	39106	NC	85	95	NC	444	427	NC	4	8	NC	22	28	NC	68	59	NC	5	5
Non-Economically Disadvantaged	161	2264	39837	100	100	100	478	456	457	1	3	4	9	15	14	75	71	67	15	11	15

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	155	2918	78906	100	100	99	526	507	498	5	10	13	13	16	19	46	48	48	36	26	20
All Students (Prior Year)	145	2855	76019	100	100	100	514	503	499	3	9	14	33	39	39	20	16	14	45	35	33
Female	79	1425	38644	100	99	99	529	508	500	4	9	12	9	16	19	46	49	49	41	25	19
Male	76	1492	40236	100	100	99	524	507	497	7	11	15	16	16	19	46	46	46	31	27	20
African American	NC	135	4087	NC	98	99	NC	477	481	NC	19	20	NC	25	24	NC	42	45	NC	14	11
Hispanic	16	653	31938	100	100	99	489	488	481	20	17	19	13	21	25	60	45	46	7	17	10
Asian/Pacific Islander	NC	96	1805	NC	99	98	NC	526	536	NC	3	5	NC	12	8	NC	49	45	NC	36	42
American Indian/Alaskan Native	NC	41	4593	NC	100	100	NC	476	467	NC	14	26	NC	22	29	NC	46	39	NC	19	6
White	127	1993	36483	100	100	99	532	515	517	4	8	7	12	14	13	43	49	51	41	29	30
Students with Disabilities	12	413	10664	100	100	100	447	435	430	42	32	42	50	29	27	0	29	26	8	10	5
Students without Disabilities	143	2507	68310	100	98	98	533	519	509	2	7	9	9	14	18	50	51	51	39	29	22
Limited English Proficient Students	NC	182	12573	NC	100	100	NC	403	454	NC	30	27	NC	22	30	NC	43	38	NC	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	573	38679	NC	87	96	NC	493	483	NC	17	20	NC	23	25	NC	45	45	NC	15	10
Non-Economically Disadvantaged	148	2347	40295	100	100	100	528	511	513	6	9	7	10	14	13	46	49	50	38	29	30

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	155	2919	78908	100	0	99	506	492	484	6	6	10	7	18	23	75	65	58	12	11	9
All Students (Prior Year)	145	2851	76020	100	100	100	509	506	503	13	18	25	22	22	23	51	45	40	14	14	12
Female	79	1426	38648	100	0	99	514	497	489	4	4	8	4	14	22	74	69	61	18	12	10
Male	76	1492	40233	100	0	99	498	487	479	8	8	12	11	21	25	76	61	55	5	10	8
African American	NC	135	4092	NC	0	99	NC	475	473	NC	8	12	NC	25	28	NC	61	54	NC	6	5
Hispanic	16	653	31940	100	0	99	483	473	465	20	11	16	13	27	32	67	57	49	0	5	3
Asian/Pacific Islander	NC	96	1805	NC	0	98	NC	502	507	NC	4	4	NC	9	13	NC	76	65	NC	11	18
American Indian/Alaskan Native	NC	41	4569	NC	0	100	NC	464	457	NC	11	18	NC	16	39	NC	65	41	NC	8	2
White	127	1994	36502	100	0	99	509	499	502	5	4	4	6	15	14	75	67	67	14	14	15
Students with Disabilities	12	415	10665	100	0	100	443	428	423	42	20	30	25	34	36	33	41	31	0	4	2
Students without Disabilities	143	2506	68312	100	0	98	512	503	493	3	4	7	6	15	21	79	69	62	13	12	10
Limited English Proficient Students	NC	182	12556	NC	0	100	NC	389	436	NC	20	24	NC	37	40	NC	41	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	574	38662	NC	0	96	NC	481	468	NC	9	16	NC	29	32	NC	57	49	NC	5	3
Non-Economically Disadvantaged	148	2347	40315	100	0	100	506	495	498	6	5	5	8	15	15	74	67	66	12	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	155	2920	78750	100	100	99	547	512	500	0	3	6	12	22	29	84	72	63	4	3	2
All Students (Prior Year)	145	2854	75673	100	100	100	553	544	530	5	8	12	27	22	25	62	66	58	6	4	4
Female	79	1427	38586	100	99	99	556	524	515	0	2	4	5	15	22	90	79	71	5	3	3
Male	76	1492	40135	100	100	99	537	499	486	0	4	8	19	29	35	78	65	56	3	2	1
African American	NC	135	4081	NC	98	99	NC	483	488	NC	10	8	NC	30	32	NC	58	59	NC	3	2
Hispanic	16	654	31841	100	100	99	522	500	483	0	4	8	20	29	36	80	65	55	0	2	1
Asian/Pacific Islander	NC	96	1802	NC	99	98	NC	527	533	NC	2	2	NC	17	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	NC	41	4586	NC	100	100	NC	485	481	NC	8	8	NC	16	37	NC	76	54	NC	0	1
White	127	1994	36440	100	100	99	550	517	516	0	3	3	10	20	22	86	75	71	4	3	4
Students with Disabilities	12	414	10622	100	100	100	489	436	415	0	10	21	67	47	50	33	42	28	0	1	1
Students without Disabilities	143	2508	68196	100	98	98	552	524	513	0	2	3	7	18	25	89	77	69	4	3	3
Limited English Proficient Students	NC	183	12504	NC	100	100	NC	410	451	NC	8	12	NC	38	44	NC	51	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	574	38558	NC	88	96	NC	498	485	NC	6	8	NC	29	37	NC	65	54	NC	1	1
Non-Economically Disadvantaged	148	2348	40260	100	100	100	547	515	514	0	3	3	12	20	21	84	74	72	4	3	4

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	185	3236	78250	98	100	99	558	558	548	11	13	21	25	17	18	53	57	48	11	13	13
All Students (Prior Year)	185	3176	75001	100	100	99	475	476	468	28	27	37	39	43	36	27	21	16	6	10	10
Female	91	1575	38071	99	100	99	560	558	549	11	11	20	22	17	19	57	59	49	10	13	12
Male	94	1658	40126	98	100	99	557	558	547	11	15	23	28	16	17	49	56	46	11	13	14
African American	NC	174	4058	NC	98	99	NC	544	523	NC	15	32	NC	24	22	NC	57	41	NC	4	5
Hispanic	12	686	29129	92	100	99	542	543	527	9	19	32	36	23	23	55	50	40	0	9	6
Asian/Pacific Islander	NC	101	1747	NC	100	100	NC	586	589	NC	5	9	NC	7	9	NC	64	50	NC	23	32
American Indian/Alaskan Native	NC	42	4996	NC	100	100	NC	534	518	NC	13	36	NC	19	25	NC	69	36	NC	0	4
White	158	2233	38320	99	100	99	561	563	568	12	11	12	22	15	14	54	59	55	12	15	19
Students with Disabilities	18	371	9329	95	100	100	502	459	454	47	58	64	41	20	18	12	20	16	0	2	2
Students without Disabilities	167	2867	68996	99	99	99	564	570	561	7	7	16	23	16	18	58	62	52	12	14	14
Limited English Proficient Students	NC	147	10133	NC	100	100	NC	440	488	NC	31	45	NC	27	25	NC	41	28	NC	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	NC	556	33388	NC	90	94	NC	546	530	NC	20	32	NC	22	22	NC	50	40	NC	8	5
Non-Economically Disadvantaged	180	2682	44937	98	100	100	559	561	561	12	11	13	24	16	15	54	59	54	11	14	18

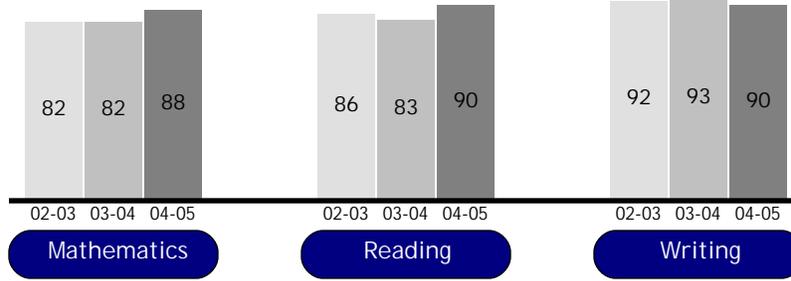
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	185	3238	78302	98	0	99	529	524	512	5	7	11	22	19	25	65	68	57	7	7	7
All Students (Prior Year)	185	3170	74918	100	100	99	513	507	497	18	22	32	17	18	19	47	42	35	18	18	15
Female	91	1575	38082	99	0	99	535	528	518	3	4	8	21	17	24	66	72	61	10	7	7
Male	94	1660	40166	98	0	99	522	520	507	7	9	14	24	21	26	64	64	54	5	7	6
African American	NC	174	4064	NC	0	100	NC	522	498	NC	6	14	NC	19	29	NC	71	54	NC	5	3
Hispanic	12	686	29152	92	0	99	524	510	492	9	12	17	0	25	34	91	58	46	0	5	2
Asian/Pacific Islander	NC	101	1746	NC	0	100	NC	545	542	NC	1	5	NC	13	13	NC	77	66	NC	9	16
American Indian/Alaskan Native	NC	43	4993	NC	0	100	NC	494	484	NC	9	19	NC	33	38	NC	52	42	NC	6	1
White	158	2234	38347	99	0	99	530	528	531	5	5	5	22	17	17	65	70	68	8	7	10
Students with Disabilities	18	371	9353	95	0	100	474	438	429	35	33	40	41	35	38	24	31	22	0	1	1
Students without Disabilities	167	2869	69024	99	0	99	534	535	524	2	3	7	20	17	23	70	72	62	8	7	7
Limited English Proficient Students	NC	147	10140	NC	0	100	NC	407	451	NC	20	28	NC	39	43	NC	39	29	NC	1	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	NC	556	33398	NC	0	94	NC	511	495	NC	12	18	NC	28	35	NC	58	46	NC	3	2
Non-Economically Disadvantaged	180	2684	44979	98	0	100	529	527	525	5	5	6	22	17	18	65	70	66	8	8	10

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	182	3229	78094	97	100	99	571	561	545	1	2	3	9	11	18	89	86	77	1	2	2
All Students (Prior Year)	184	3170	74503	99	100	99	524	522	491	2	4	9	23	22	32	66	61	51	10	12	8
Female	90	1573	38025	98	100	99	578	569	558	0	1	2	6	6	13	93	91	82	1	2	2
Male	92	1653	40013	96	99	99	564	552	534	1	3	5	13	15	23	85	81	71	1	1	1
African American	NC	173	4037	NC	97	99	NC	555	532	NC	2	4	NC	15	22	NC	82	73	NC	1	1
Hispanic	12	685	29068	92	100	99	556	547	523	0	3	5	27	17	27	73	80	67	0	1	1
Asian/Pacific Islander	NC	101	1743	NC	100	100	NC	588	577	NC	0	2	NC	4	9	NC	91	82	NC	5	8
American Indian/Alaskan Native	NC	42	4981	NC	100	100	NC	558	526	NC	3	4	NC	3	25	NC	94	70	NC	0	0
White	156	2228	38265	98	100	99	573	564	564	1	1	2	8	9	11	90	88	84	1	2	3
Students with Disabilities	17	369	9275	89	100	100	514	459	444	6	9	14	31	39	46	63	51	39	0	1	1
Students without Disabilities	165	2862	68892	98	99	98	577	573	559	0	1	2	7	7	14	92	90	82	1	2	2
Limited English Proficient Students	NC	147	10084	NC	100	100	NC	431	474	NC	8	10	NC	28	39	NC	63	50	NC	1	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	NC	556	33296	NC	90	94	NC	547	527	NC	2	5	NC	19	27	NC	78	67	NC	1	0
Non-Economically Disadvantaged	177	2675	44871	97	100	100	572	564	559	1	2	2	9	9	12	89	88	84	1	2	3

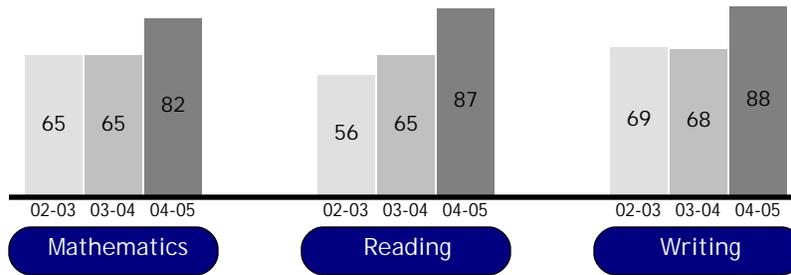
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

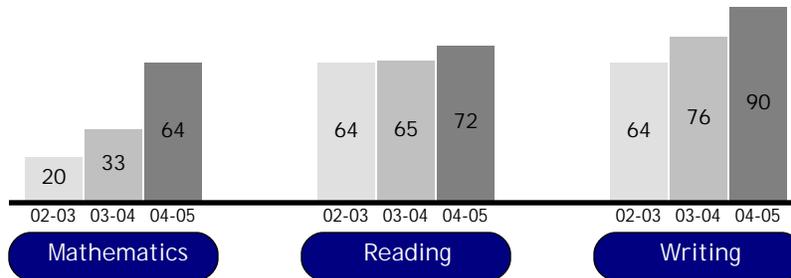
3rd Grade Proficiency



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 2004-05

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	63	62	50	97	68	NA	58	99	61	53	47
	Language	97	63	57	43	96	74	60	50	99	62	53	47
	Mathematics	98	76	71	57	99	81	72	64	100	62	53	50
3	Reading	98	66	58	47	97	68	NA	55	100	59	52	44
	Language	99	77	66	54	98	74	70	61	100	56	50	44
	Mathematics	98	77	67	54	98	75	71	61	100	62	55	51
4	Reading	98	71	63	52	97	71	NA	56	100	61	54	48
	Language	98	65	59	48	99	66	60	52	100	60	55	49
	Mathematics	99	71	67	57	100	74	69	61	100	62	58	53
5	Reading	99	62	61	50	100	63	NA	55	100	62	56	50
	Language	96	54	56	46	100	60	56	49	100	63	56	50
	Mathematics	97	74	67	57	100	78	67	63	100	59	52	49
6	Reading	99	63	63	53	98	65	NA	56	100	66	58	51
	Language	95	61	58	45	98	60	60	48	100	60	55	47
	Mathematics	97	81	73	62	98	75	75	66	100	65	59	52
7	Reading	96	66	63	51	98	69	NA	54	100	57	59	50
	Language	94	71	69	54	99	73	67	58	100	64	62	52
	Mathematics	99	69	70	58	97	71	68	62	100	54	57	50
8	Reading	95	67	62	53	94	66	NA	55	98	58	58	51
	Language	94	68	62	49	95	68	64	52	98	57	56	50
	Mathematics	97	69	66	58	95	70	69	61	98	58	59	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

- 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
- Ü Increased Parent Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	61.00
Other Professional Staff	6.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	10	7	0	0
7 to 9 years	8	11	0	0
10 or more years	14	13	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	13
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Technology Labs with Internet Access
- Ü Media Center with Internet Access
- Ü Science Lab
- Ü Seven TIP Classrooms

Extracurricular Activities

- Ü Student Council, Gr. 6-8
- Ü Sports Teams, Gr. 7-8
- Ü Performing Arts, Gr. 5-8
- Ü Renaissance Club, Gr. 6-8
- Ü National Junior Honor Society, Gr. 7-8
- Ü Athletic Club, Gr. 7-8
- Ü Science Club, Gr. 7-8

Social Services

- Ü School Advisory Council
- Ü PTSO
- Ü Before/After School Child Care
- Ü Breakfast, Lunch Services
- Ü Intervention Specialist
- Ü Full Time Nurse & Nurses' Assistant

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Student Achievement, as measured by AIMS DPA, of students that meet or exceed grades 3-8 in Math from 67% to 91% and in Reading from 73% to 92%.
- ü Extracurricular: Girls' basketball-4th place in Cactus Tour.; 2nd place in Dist. Tour.; Girls' volleyball 2nd place in Cactus Tour., Cross Country-5,6,7,8 boys 3rd in dist., 7 & 8 grade girls 3rd in dist., 5 & 6 girls 4th in dist.
- ü Beary Good Reader Program in 1st Grade enhanced achievement on Ayers Assessment Test to 98% accuracy.
- ü Student Achievement as measured by AIMS: percentage of students 'meeting or exceeding standards, exceeded state averages at all grade levels in reading, math and writing.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	4	12	12	17
Transfers In Rate <sup>6</sup>	8	28	28	37
Stability Rate <sup>7</sup>	95	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

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 and fire and safety drills are held. Safe school route established/posted with City of Peoria. Four staffed crosswalks.

Total number of incidents that occurred on the school grounds for school year 2004-05 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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Linda Bromert	(623) 412-4900
Transportation Policy	Steve Highlen	(877) 486-6006
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 487-5183
Parent Organization	Traci Parr	(623) 412-4900
Student Health/Nurse	Dinah Record	(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 of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 16 Pages X .0318 Per page X 100 Copies = \$51.00

\*\* 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.