



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

11675 W. Encant Blvd, 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)

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

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

School Overview

Principal/Administrator : Mr. James Pfeiffer
 Schedule : 07:30 AM to 04:45 PM
 Grades : K-8
 2005 Enrollment : 826
 Web Address : www.pendergast.k12.az.us/schools/cbreeze/cb%20homepage2/cb
 Phone Number : (623) 772-2610
 Fax Number : (623) 478-9912
 E-mail : jpfeiffer@pendergast.k12.az.us

Mission

Creating partnerships dedicated to individual achievement and developing successful, empowered citizens.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	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 To meet the individual needs of students.
- ü To improve student achievement in reading, writing and mathematics.
- ü Continue with Student portfolio's and Student-led Parent Conferences.
- ü Implement Professional Learning Communities that focus on high levels of student learning.

Enrollment

October 1, 2004 School Year Student Enrollment : 801
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 38

Instructional Programs

- ü Math Specialist
- ü Literacy Specialists
- ü On-site Special Education/Gifted
- ü ELL
- ü Technology Integration Specialist

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	1/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Parent involvement is stressed through frequent communication with families via newsletters, progress reports, Parent Power Nights (Monthly), and parent/teacher conferences. Opportunities are provided for parent involvement through PTA/SET/Volunteer Program.

Parents

We believe in a strong partnership between home and school. Parents are involved in all aspects of academics; read bi-monthly newsletters; respond to communication; support the citizenship program; provide input for SET team; monitor homework completion; attend Parent Power Nights.

Transportation Policy

Bus transportation is provided for students who are residents in our attendance area and live more than a mile from school. Transportation is also provided for students with disabilities who require transportation as indicated in their IEP. Afterschool activity bus runs Monday through Thursday.

School Honors

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

Award/Honor	Year
ü 3 Teachers Completed Clip Training	2005
ü 2 Students Placed in the Fantasy Baseball Program	2004
ü Staff Member on PBS Teacher Line - Natl. Advisory Board	2003
ü Students Placed 2nd & 3rd in District Spelling Bee	2001

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	105	1166	79306	98	100	99	443	435	445	10	13	10	19	20	18	54	53	51	17	14	20
All Students (Prior Year)	98	1144	75509	100	100	100	507	514	521	15	15	13	31	26	23	33	32	33	20	26	31
Female	59	590	38691	98	99	99	448	441	446	8	10	10	10	19	18	64	56	52	18	14	20
Male	46	575	40583	98	100	99	438	429	445	11	15	11	30	21	18	43	51	50	16	13	21
African American	10	93	4041	100	98	99	435	414	426	17	16	17	17	26	23	50	47	50	17	11	10
Hispanic	52	706	32869	98	100	99	429	427	429	15	16	15	30	24	25	47	52	51	9	8	10
Asian/Pacific Islander	NC	22	1935	NC	100	99	NC	470	474	NC	0	3	NC	25	9	NC	38	48	NC	38	40
American Indian/Alaskan Native	--	15	4264	--	94	100	--	437	419	--	8	19	--	31	30	--	62	45	--	0	6
White	42	330	36197	98	100	99	460	454	463	3	6	5	8	11	11	63	58	53	28	24	31
Students with Disabilities	10	140	10321	100	100	100	427	363	389	22	37	30	11	24	27	56	33	34	11	6	9
Students without Disabilities	95	1026	69060	96	99	98	445	445	454	8	9	7	20	20	17	54	56	54	18	15	22
Limited English Proficient Students	15	271	15509	100	100	100	418	401	406	14	18	20	43	33	30	43	45	45	0	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	42	605	39415	95	93	96	423	428	431	21	17	15	21	23	25	53	52	50	5	8	10
Non-Economically Disadvantaged	63	561	39966	100	100	100	457	444	459	2	8	6	18	17	12	55	55	52	25	20	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	105	1167	79395	98	0	99	453	437	446	7	10	9	27	29	25	55	53	55	11	8	11
All Students (Prior Year)	98	1143	75492	100	100	100	516	514	519	8	14	12	21	18	16	54	47	47	17	21	24
Female	59	591	38743	98	0	100	465	448	451	4	8	7	18	25	24	66	57	57	12	10	12
Male	46	575	40618	98	0	99	440	425	440	11	12	11	36	32	27	43	50	53	9	5	9
African American	10	93	4052	100	0	100	444	418	434	17	13	11	17	29	29	67	51	54	0	7	6
Hispanic	52	706	32915	98	0	99	437	428	426	11	12	15	38	35	35	49	48	47	2	5	4
Asian/Pacific Islander	NC	22	1936	NC	0	99	NC	457	468	NC	6	3	NC	19	14	NC	56	63	NC	19	19
American Indian/Alaskan Native	--	16	4271	--	0	100	--	442	420	--	7	15	--	29	42	--	57	41	--	7	2
White	42	330	36221	98	0	99	474	457	465	3	4	4	15	18	15	60	64	63	23	14	17
Students with Disabilities	10	140	10331	100	0	100	429	363	388	22	26	25	11	34	37	56	35	34	11	5	4
Students without Disabilities	95	1027	69139	96	0	99	456	446	454	6	8	7	28	28	24	55	56	58	11	8	11
Limited English Proficient Students	15	272	15545	100	0	100	420	398	399	29	16	21	29	41	42	43	41	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	42	606	39484	95	0	96	431	427	429	13	14	14	34	34	35	53	49	47	0	4	4
Non-Economically Disadvantaged	63	561	39986	100	0	100	468	448	461	4	5	4	21	23	16	57	59	63	18	12	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	106	1167	78869	99	100	99	446	428	442	3	7	6	31	26	21	58	60	63	8	7	10
All Students (Prior Year)	97	1138	75053	99	100	99	578	599	597	7	8	7	12	11	12	76	70	72	5	11	9
Female	59	594	38536	98	100	99	466	453	458	0	3	4	20	19	15	70	66	67	10	12	14
Male	47	571	40302	100	100	99	424	403	428	7	10	8	42	34	26	44	53	60	7	2	7
African American	10	94	4015	100	99	99	452	414	430	0	6	8	33	28	24	67	59	61	0	7	7
Hispanic	52	706	32606	98	100	98	430	421	426	4	9	8	38	29	27	51	57	60	6	5	5
Asian/Pacific Islander	NC	22	1925	NC	100	99	NC	473	471	NC	0	3	NC	13	11	NC	63	64	NC	25	22
American Indian/Alaskan Native	--	16	4245	--	100	100	--	446	423	--	0	9	--	14	26	--	86	61	--	0	4
White	43	329	36078	100	100	99	463	444	459	2	4	4	22	22	16	63	64	66	12	10	14
Students with Disabilities	10	141	10246	100	100	100	411	328	367	11	22	18	44	43	39	33	31	40	11	5	4
Students without Disabilities	96	1026	68697	97	99	98	450	442	454	2	5	4	29	24	18	60	64	67	8	7	11
Limited English Proficient Students	15	274	15339	100	100	100	390	391	399	7	11	11	57	34	31	36	54	54	0	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	42	607	39106	95	93	95	425	418	427	3	9	8	42	30	28	55	57	59	0	4	5
Non-Economically Disadvantaged	64	560	39837	100	100	100	460	440	457	4	5	4	23	21	14	60	64	67	14	10	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	91	1130	78906	98	100	99	491	495	498	8	15	13	31	21	19	55	48	48	7	15	20
All Students (Prior Year)	78	1134	76019	100	99	100	504	493	499	8	15	14	46	41	39	14	14	14	32	30	33
Female	37	541	38644	100	99	99	493	495	500	7	14	12	30	23	19	57	49	49	7	14	19
Male	54	589	40236	96	100	99	490	495	497	9	17	15	31	19	19	53	48	46	7	17	20
African American	NC	118	4087	NC	97	99	NC	478	481	NC	27	20	NC	26	24	NC	37	45	NC	10	11
Hispanic	40	636	31938	98	100	99	483	489	481	10	15	19	33	24	25	50	49	46	7	12	10
Asian/Pacific Islander	NC	15	1805	NC	83	98	NC	512	536	NC	8	5	NC	15	8	NC	62	45	NC	15	42
American Indian/Alaskan Native	NC	12	4593	NC	92	100	NC	491	467	NC	40	26	NC	0	29	NC	40	39	NC	20	6
White	40	349	36483	98	99	99	499	510	517	6	11	7	31	15	13	54	51	51	9	23	30
Students with Disabilities	NC	131	10664	NC	100	100	NC	439	430	NC	56	42	NC	22	27	NC	22	26	NC	0	5
Students without Disabilities	82	999	68310	99	99	98	496	502	509	6	10	9	26	21	18	60	52	51	7	17	22
Limited English Proficient Students	10	210	12573	100	100	100	472	476	454	29	21	27	29	30	30	43	42	38	0	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	34	570	38679	92	93	96	487	484	483	6	18	20	38	25	25	53	44	45	3	12	10
Non-Economically Disadvantaged	57	560	40295	100	100	100	495	507	513	9	12	7	26	16	13	56	53	50	9	19	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	91	1127	78908	98	0	99	490	479	484	7	12	10	20	26	23	65	57	58	8	5	9
All Students (Prior Year)	78	1135	76020	100	99	100	503	498	503	18	30	25	30	24	23	41	39	40	11	7	12
Female	37	540	38648	100	0	99	494	483	489	3	10	8	17	25	22	67	58	61	13	7	10
Male	54	587	40233	96	0	99	487	477	479	9	13	12	22	27	25	64	56	55	4	4	8
African American	NC	118	4092	NC	0	99	NC	469	473	NC	19	12	NC	29	28	NC	48	54	NC	4	5
Hispanic	40	633	31940	98	0	99	481	472	465	7	13	16	33	30	32	53	54	49	7	3	3
Asian/Pacific Islander	NC	15	1805	NC	0	98	NC	484	507	NC	8	4	NC	23	13	NC	62	65	NC	8	18
American Indian/Alaskan Native	NC	12	4569	NC	0	100	NC	475	457	NC	10	18	NC	30	39	NC	50	41	NC	10	2
White	40	349	36502	98	0	99	499	496	502	6	8	4	14	18	14	69	65	67	11	9	15
Students with Disabilities	NC	130	10665	NC	0	100	NC	434	423	NC	44	30	NC	32	36	NC	23	31	NC	1	2
Students without Disabilities	82	997	68312	99	0	98	495	485	493	3	7	7	19	25	21	69	62	62	9	6	10
Limited English Proficient Students	10	210	12556	100	0	100	451	456	436	29	19	24	29	40	40	43	40	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	34	569	38662	92	0	96	479	468	468	9	15	16	25	31	32	59	51	49	6	3	3
Non-Economically Disadvantaged	57	558	40315	100	0	100	497	493	498	5	7	5	16	20	15	70	65	66	9	8	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	91	1131	78750	98	100	99	507	493	500	5	5	6	28	36	29	65	58	63	1	1	2
All Students (Prior Year)	78	1132	75673	100	99	100	536	525	530	7	11	12	22	28	25	70	58	58	1	3	4
Female	37	540	38586	100	99	99	537	509	515	0	3	4	20	29	22	80	67	71	0	1	3
Male	54	591	40135	96	100	99	488	478	486	9	7	8	33	42	35	56	50	56	2	1	1
African American	NC	119	4081	NC	98	99	NC	487	488	NC	10	8	NC	33	32	NC	56	59	NC	1	2
Hispanic	40	637	31841	98	100	99	498	489	483	7	5	8	30	39	36	63	55	55	0	1	1
Asian/Pacific Islander	NC	15	1802	NC	83	98	NC	505	533	NC	0	2	NC	38	16	NC	54	75	NC	8	7
American Indian/Alaskan Native	NC	12	4586	NC	92	100	NC	446	481	NC	30	8	NC	20	37	NC	50	54	NC	0	1
White	40	348	36440	98	99	99	515	502	516	6	4	3	23	31	22	69	64	71	3	1	4
Students with Disabilities	NC	131	10622	NC	100	100	NC	402	415	NC	32	21	NC	54	50	NC	14	28	NC	0	1
Students without Disabilities	82	1000	68196	99	100	98	519	505	513	1	2	3	26	33	25	71	64	69	1	1	3
Limited English Proficient Students	10	209	12504	100	100	100	469	472	451	14	7	12	43	48	44	43	45	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	34	569	38558	92	93	96	500	485	485	3	6	8	38	40	37	59	53	54	0	0	1
Non-Economically Disadvantaged	57	562	40260	100	100	100	513	503	514	7	4	3	21	30	21	70	63	72	2	2	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	99	1175	78250	100	99	99	555	545	548	16	20	21	18	21	18	59	49	48	7	10	13
All Students (Prior Year)	86	1123	75001	99	99	99	487	462	468	23	39	37	37	39	36	25	15	16	15	7	10
Female	42	555	38071	100	99	99	549	549	549	17	17	20	25	23	19	53	50	49	6	10	12
Male	57	619	40126	100	99	99	559	541	547	16	22	23	12	20	17	63	48	46	8	10	14
African American	14	131	4058	100	97	99	549	524	523	18	22	32	18	25	22	64	48	41	0	5	5
Hispanic	44	641	29129	100	100	99	544	535	527	20	23	32	29	25	23	49	46	40	3	5	6
Asian/Pacific Islander	NC	26	1747	NC	100	100	NC	598	589	NC	14	9	NC	5	9	NC	50	50	NC	32	32
American Indian/Alaskan Native	NC	19	4996	NC	95	100	NC	544	518	NC	29	36	NC	18	25	NC	41	36	NC	12	4
White	37	358	38320	100	98	99	568	565	568	14	12	12	6	15	14	66	54	55	14	20	19
Students with Disabilities	12	104	9329	100	100	100	520	424	454	67	68	64	0	18	18	22	14	16	11	1	2
Students without Disabilities	87	1071	68996	97	98	99	559	555	561	11	15	16	20	22	18	63	52	52	7	11	14
Limited English Proficient Students	13	167	10133	100	100	100	533	497	488	27	37	45	27	25	25	45	35	28	0	3	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	26	517	33388	84	89	94	551	534	530	23	27	32	19	24	22	46	44	40	12	5	5
Non-Economically Disadvantaged	73	658	44937	100	100	100	557	554	561	14	13	13	17	19	15	64	53	54	5	15	18

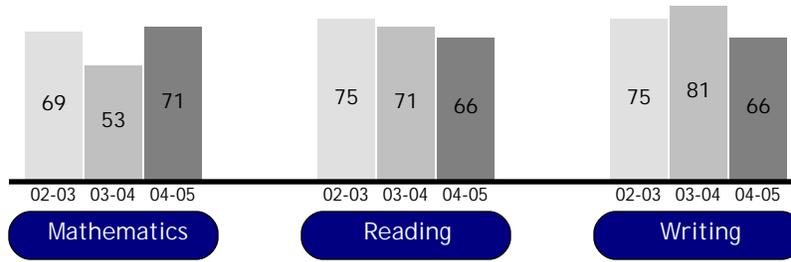
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	1180	78302	100	0	99	513	509	512	7	9	11	33	25	25	57	60	57	3	5	7
All Students (Prior Year)	86	1119	74918	99	98	99	502	493	497	19	33	32	20	22	19	50	36	35	11	10	15
Female	42	556	38082	100	0	99	512	517	518	3	6	8	33	23	24	61	65	61	3	6	7
Male	58	623	40166	100	0	99	513	502	507	10	12	14	32	28	26	54	55	54	4	5	6
African American	15	132	4064	100	0	100	495	494	498	17	11	14	33	23	29	50	64	54	0	2	3
Hispanic	44	644	29152	100	0	99	503	500	492	9	11	17	34	31	34	57	55	46	0	3	2
Asian/Pacific Islander	NC	26	1746	NC	0	100	NC	544	542	NC	5	5	NC	9	13	NC	68	66	NC	18	16
American Indian/Alaskan Native	NC	19	4993	NC	0	100	NC	493	484	NC	24	19	NC	24	38	NC	53	42	NC	0	1
White	37	359	38347	100	0	99	528	527	531	3	6	5	31	18	17	57	66	68	9	10	10
Students with Disabilities	13	107	9353	100	0	100	484	402	429	40	39	40	30	43	38	20	16	22	10	2	1
Students without Disabilities	87	1073	69024	97	0	99	516	518	524	3	7	7	33	24	23	62	64	62	3	6	7
Limited English Proficient Students	13	168	10140	100	0	100	493	458	451	9	22	28	55	39	43	36	38	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	26	518	33398	84	0	94	503	497	495	8	13	18	46	34	35	42	51	46	4	2	2
Non-Economically Disadvantaged	74	662	44979	100	0	100	517	519	525	7	6	6	27	18	18	63	68	66	3	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	99	1183	78094	100	100	99	554	547	545	1	2	3	12	18	18	87	79	77	0	1	2
All Students (Prior Year)	85	1113	74503	98	98	99	495	494	491	6	6	9	29	32	32	61	56	51	4	5	8
Female	42	556	38025	100	100	99	564	560	558	0	1	2	11	12	13	89	84	82	0	2	2
Male	57	626	40013	100	100	99	547	536	534	2	2	5	12	22	23	86	75	71	0	1	1
African American	14	131	4037	100	97	99	540	535	532	0	2	4	27	18	22	73	79	73	0	1	1
Hispanic	44	644	29068	100	100	99	550	541	523	3	2	5	11	20	27	86	77	67	0	0	1
Asian/Pacific Islander	NC	26	1743	NC	100	100	NC	562	577	NC	5	2	NC	9	9	NC	82	82	NC	5	8
American Indian/Alaskan Native	NC	20	4981	NC	100	100	NC	540	526	NC	6	4	NC	18	25	NC	71	70	NC	6	0
White	37	362	38265	100	99	99	563	562	564	0	1	2	9	13	11	91	83	84	0	2	3
Students with Disabilities	12	108	9275	100	100	100	521	426	444	11	12	14	22	49	46	67	37	39	0	1	1
Students without Disabilities	87	1075	68892	97	98	98	558	558	559	0	1	2	11	15	14	89	83	82	0	1	2
Limited English Proficient Students	13	167	10084	100	100	100	526	491	474	0	5	10	27	35	39	73	59	50	0	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	26	522	33296	84	90	94	551	539	527	0	2	5	15	23	27	85	74	67	0	1	0
Non-Economically Disadvantaged	73	661	44871	100	100	100	555	554	559	2	2	2	10	13	12	88	84	84	0	1	3

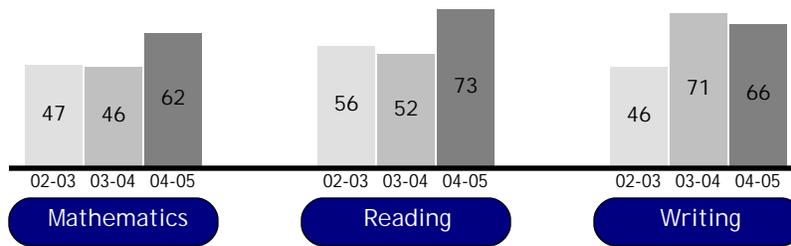
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

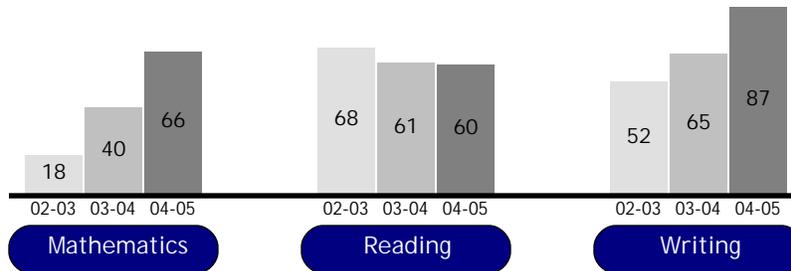
3rd Grade Proficiency



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.

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	45	50	97	52	NA	58	98	52	42	47
	Language	98	68	34	43	98	53	37	50	98	51	40	47
	Mathematics	97	68	50	57	98	65	54	64	98	60	47	50
3	Reading	96	53	39	47	97	50	NA	55	98	42	41	44
	Language	97	65	49	54	99	64	58	61	98	42	42	44
	Mathematics	99	59	46	54	98	53	55	61	98	44	47	51
4	Reading	97	54	46	52	99	52	NA	56	100	48	46	48
	Language	97	51	45	48	100	45	47	52	100	50	46	49
	Mathematics	100	58	51	57	100	56	56	61	100	47	49	53
5	Reading	94	42	42	50	100	57	NA	55	98	53	45	50
	Language	97	43	41	46	100	53	44	49	98	52	47	50
	Mathematics	91	52	49	57	100	65	57	63	98	43	45	49
6	Reading	99	46	47	53	97	51	NA	56	99	54	48	51
	Language	98	34	39	45	97	45	42	48	99	50	44	47
	Mathematics	99	58	55	62	97	60	60	66	99	54	49	52
7	Reading	95	61	47	51	100	48	NA	54	100	53	47	50
	Language	99	71	55	54	100	57	53	58	100	51	50	52
	Mathematics	93	61	53	58	99	61	53	62	100	49	48	50
8	Reading	92	61	49	53	100	62	NA	55	100	48	50	51
	Language	100	63	47	49	100	68	51	52	100	50	49	50
	Mathematics	95	56	51	58	100	70	56	61	100	50	50	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/

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

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

Council Duties

- Ü Implemented Parent Volunteer Program
- Ü Reviewed Process for Gifted Placement
- Ü Effort to Improve Student Achievement.
- Ü Analyzed Testing Data -AIMS Scores
- Ü Reviewed Quarterly Reading Assessments
- Ü Reviewed Home to School Communication

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	42.50
Other Professional Staff	2.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	21	6	0	0
4 to 6 years	9	0	0	0
7 to 9 years	5	4	0	0
10 or more years	8	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	180
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Library

Extracurricular Activities

- Ü Boys/Girls Basketball
- Ü Student Council/NJHS
- Ü Band/Choir/Drama/Art Club/Yearbook

Social Services

- Ü Partners in Education
- Ü Crisis Intervention
- Ü School Counseling
- Ü Full-day Kindergarten

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Teachers have introduced a powerful integration tool into their curriculum called Class Server. It is being used as a learning management platform for delivering assessments and lessons over the Web that enables teachers to track student achievement.
- ü Intersession programs, before school program, after school tutoring have been developed for students who are working below grade level. During these classes students have the opportunity to receive instruction in small groups to improve their skills.
- ü Implementation of Professional Learning Communities where teachers focus on data to determine best practices. Focus is always on student learning for all.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	34	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	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

Citizenship focus is positive behavior & parent involvement. Inappropriate choices result in a consequence and students may be assigned to Choice class, Anger Management, or Diversity Training. Counselor leads Social Skills & Positive Decision-Making classes.

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) :

1

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

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

Contacts

	Name	Phone Number
School Site Council	Jim Pfeiffer	(623) 772-2610
Transportation Policy	Dean Humphrey	(623) 877-1918
Community Resources	Heather Webb	(623) 772-2610
School Nutrition Programs	David Carochi	(623) 772-2272
Parent Organization	Martina Warren	(623) 772-2610
Student Health/Nurse	Latasha Howard	(623) 772-2610

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.

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.

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.

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** Due to booklet size printing, print copies are produced in multiples of 4.