



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

10965 E. Peralta Rd., Apache Junction, AZ 85218

Apache Junction Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	New School
2001-02	N/A

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

School Overview

Principal/Administrator : Mr. Larry LaPrise
 Schedule : 8:00 AM to 4:30 PM
 Grades : K-5
 2004 Enrollment : 478
 Web Address : www.ptes.ajusd.org
 Phone Number : (480) 982-1110
 Fax Number : (480) 288-4490
 E-mail : llaprise@ptes.ajusd.org

Mission

Our Mission is to provide ALL students with a positive and challenging learning environment which empowers them to become responsible and productive citizens of the world. Our students will show individual excellence and a desire for reading.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Increase student's writing skills (content and mechanics) in all subject areas to meet the Arizona Academic Standards.
- ü Increase student's ability to use appropriate computational skills and solve word problems to meet the Arizona Academic Standards.
- ü Increase student's reading comprehension in all subject areas to meet the Arizona Academic Standards.

Enrollment

October 1, 2003 School Year Student Enrollment : 468
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 9

Instructional Programs

- ü Standards Based Instruction
- ü Reading Groups Based on Running Records
- ü On-Site Special Education Program
- ü Standards Based Instruction for Math
- ü ELL After School Remediation
- ü Gifted Program
- ü Individualized Technology Remediation
- ü Accelerated Reader

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Our responsibility is to ensure that your child learns the state standards. We will accomplish this goal by our quarterly testing. These tests are administered in the same format as AIMS. We will do this quarterly so you know your child's proficiency level.

Parents

Success for any child comes from a partnership created between home and the school. We as a staff, look forward to creating and maintaining this most important partnership with you.

Transportation Policy

District policy is all students must behave appropriately and responsibly at all times. Transportation is provided to all students living more than one mile from school.

School Honors

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

Award/Honor	Year
ü STOP Technology Award Winners	2002
ü Two Winners in the District Science Fair	2004

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	78	462	75509	98	99	100	533	531	521	5	6	13	16	20	23	42	41	33	36	32	31
All Students (Prior Year)	68	479	75372	99	100	100	517	518	523	6	8	9	29	32	25	41	36	36	24	24	30
Female	34	212	37013	92	98	100	531	531	522	0	6	12	21	23	24	42	37	33	36	34	31
Male	44	249	38430	100	100	99	536	530	521	10	7	14	12	17	22	41	45	33	37	31	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	18	94	30486	95	99	99	517	519	505	12	10	18	12	17	29	65	53	32	12	20	21
Asian/Pacific Islander	--	NC	1780	--	NC	98	--	NC	549	--	NC	5	--	NC	13	--	NC	33	--	NC	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	56	350	35192	98	99	99	539	533	534	4	6	8	17	21	19	36	38	35	43	35	39
Students with Disabilities	NC	74	9708	NC	100	100	NC	510	489	NC	21	32	NC	21	27	NC	21	24	NC	36	17
Students without Disabilities	71	388	65801	97	97	98	535	532	525	4	5	11	16	20	23	43	43	34	37	32	33
Limited English Proficient Students	NC	18	16928	NC	100	100	NC	561	485	NC	0	29	NC	0	33	NC	50	26	NC	50	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	28	197	36411				529	522	503	0	7	19	26	20	29	41	48	32	33	25	20
Non-Economically Disadvantaged	50	265	39040				536	536	534	9	6	8	11	20	19	43	36	34	38	38	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	462	75492	98	99	100	525	527	519	4	4	12	15	17	16	58	53	47	22	26	24
All Students (Prior Year)	68	481	75221	99	100	100	515	520	523	8	6	8	21	18	16	56	59	56	16	17	21
Female	34	212	37014	92	98	100	527	531	523	3	3	10	15	16	15	55	48	48	27	33	27
Male	44	249	38400	100	100	99	523	523	516	5	5	14	15	18	17	62	57	47	18	20	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	18	94	30438	95	99	99	522	522	508	6	3	17	19	23	21	63	59	47	13	16	15
Asian/Pacific Islander	--	NC	1773	--	NC	98	--	NC	534	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	56	350	35177	98	99	99	525	527	528	4	4	8	13	16	13	58	53	49	25	27	31
Students with Disabilities	NC	74	9707	NC	100	100	NC	512	495	NC	15	33	NC	22	21	NC	44	33	NC	19	13
Students without Disabilities	71	388	65785	97	97	98	525	528	522	4	3	10	16	17	16	57	54	49	23	27	26
Limited English Proficient Students	NC	18	16905	NC	100	100	NC	515	489	NC	0	34	NC	50	28	NC	50	32	NC	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	28	196	36302				530	525	507	4	4	18	8	16	21	54	57	46	35	23	14
Non-Economically Disadvantaged	50	266	39164				522	528	528	4	4	8	20	18	13	61	50	48	15	28	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	461	75053	99	99	99	582	590	597	14	8	7	8	11	12	68	73	72	10	8	9
All Students (Prior Year)	69	466	73654	100	98	99	530	531	530	8	5	9	20	14	13	63	73	70	9	8	7
Female	35	213	36872	95	98	99	627	617	621	6	3	5	6	7	9	74	80	74	15	10	12
Male	44	247	38109	100	99	99	542	566	573	21	13	10	10	14	14	64	67	69	5	6	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	18	93	30235	95	98	98	568	589	575	6	4	9	6	13	14	81	71	70	6	12	6
Asian/Pacific Islander	--	NC	1768	--	NC	98	--	NC	651	--	NC	3	--	NC	5	--	NC	72	--	NC	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	57	351	35028	100	99	99	583	589	613	15	9	6	9	11	10	66	74	73	9	7	11
Students with Disabilities	NC	73	9625	NC	100	100	NC	537	530	NC	19	21	NC	30	21	NC	48	55	NC	4	4
Students without Disabilities	72	388	65428	99	97	98	584	594	604	13	8	6	8	9	11	69	75	73	10	8	10
Limited English Proficient Students	NC	18	16765	NC	100	100	NC	533	525	NC	0	17	NC	50	20	NC	50	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	28	194	36077				570	580	566	15	9	10	8	13	16	65	72	69	12	6	5
Non-Economically Disadvantaged	51	267	38950				588	596	618	13	8	5	9	9	9	70	74	73	9	9	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	471	76019	100	99	100	507	506	499	4	8	14	49	40	39	14	16	14	33	35	33
All Students (Prior Year)	70	477	76230	96	99	100	486	501	498	11	8	12	48	41	38	16	13	12	25	38	37
Female	38	218	37207	100	99	100	511	508	499	3	5	12	49	41	41	19	18	14	30	36	33
Male	38	252	38677	100	99	100	503	505	498	6	11	15	49	39	38	9	14	13	37	35	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	14	81	29458	100	95	100	498	494	480	0	7	20	57	54	48	7	14	12	36	24	20
Asian/Pacific Islander	NC	10	1673	NC	100	99	NC	529	531	NC	20	4	NC	30	29	NC	20	14	NC	30	53
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	466	--	NC	28	--	NC	49	--	NC	10	--	NC	13
White	58	365	35880	100	99	100	509	509	515	6	8	7	44	36	32	17	17	16	33	38	45
Students with Disabilities	NC	66	9786	NC	100	100	NC	469	457	NC	26	39	NC	44	40	NC	18	7	NC	13	13
Students without Disabilities	67	405	66233	100	97	99	511	510	503	1	7	11	49	40	39	13	16	14	36	38	35
Limited English Proficient Students	--	NC	15206	--	NC	100	--	NC	459	--	NC	31	--	NC	53	--	NC	7	--	NC	9
Migrant Students	--	--	745	--	--	--	--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	31	196	35714	--	--	--	498	489	480	4	11	20	57	48	47	18	18	12	21	23	20
Non-Economically Disadvantaged	45	275	40266	--	--	--	513	518	513	5	6	9	43	35	33	11	15	15	41	44	43

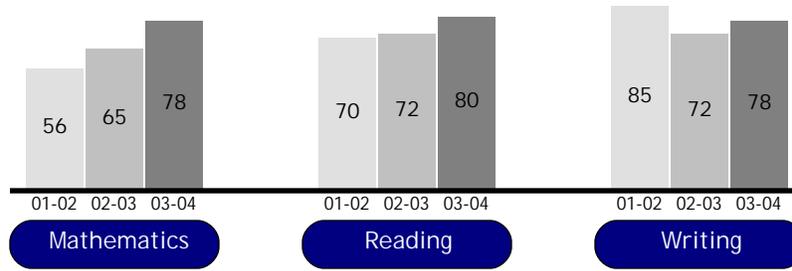
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	469	76020	100	99	100	502	505	503	22	19	25	29	24	23	35	43	40	14	14	12
All Students (Prior Year)	70	480	76202	96	100	100	502	508	505	17	11	19	29	25	24	45	51	46	9	13	11
Female	38	217	37213	100	99	100	503	507	504	22	15	22	32	25	23	27	45	42	19	16	13
Male	38	251	38666	100	98	100	501	503	501	22	22	29	25	23	22	44	42	38	9	13	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	14	81	29442	100	95	99	497	500	494	14	19	37	50	33	26	29	42	31	7	6	6
Asian/Pacific Islander	NC	10	1672	NC	100	99	NC	506	513	NC	20	12	NC	40	19	NC	10	49	NC	30	20
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	489	--	NC	48	--	NC	25	--	NC	24	--	NC	3
White	58	364	35890	100	99	100	503	506	511	24	17	15	22	22	20	39	46	48	16	16	18
Students with Disabilities	NC	64	9784	NC	100	100	NC	488	485	NC	48	58	NC	19	19	NC	33	19	NC	0	4
Students without Disabilities	67	405	66236	100	97	99	502	506	504	21	17	23	30	24	23	34	44	42	15	15	13
Limited English Proficient Students	--	NC	15198	--	NC	100	--	NC	483	--	NC	59	--	NC	25	--	NC	14	--	NC	1
Migrant Students	--	--	743	--	--	--	--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	31	195	35703	--	--	--	495	499	494	33	25	37	41	31	26	15	38	31	11	7	6
Non-Economically Disadvantaged	45	274	40274	--	--	--	506	508	509	14	15	17	21	19	20	48	47	47	17	19	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	76	465	75673	100	98	100	541	539	530	10	7	12	17	25	25	68	64	58	4	4	4
All Students (Prior Year)	70	470	74692	96	98	99	514	513	502	13	11	18	23	26	27	48	52	47	15	10	8
Female	38	214	37099	100	97	100	578	557	548	3	5	8	11	19	22	78	71	64	8	5	6
Male	38	250	38441	100	98	99	499	522	513	19	9	16	25	30	29	56	58	52	0	3	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	14	80	29305	100	94	99	522	529	507	7	7	16	21	27	31	71	63	51	0	3	2
Asian/Pacific Islander	NC	10	1665	NC	100	99	NC	560	573	NC	10	6	NC	10	16	NC	80	67	NC	0	10
American Indian/Alaskan Native	--	NC	4707	--	NC	100	--	NC	492	--	NC	19	--	NC	33	--	NC	46	--	NC	1
White	58	360	35760	100	98	99	543	543	550	12	6	9	18	26	21	65	64	64	6	4	6
Students with Disabilities	NC	64	9706	NC	100	100	NC	481	462	NC	25	36	NC	20	32	NC	50	31	NC	5	1
Students without Disabilities	67	401	65967	100	96	99	544	542	536	9	6	10	16	25	25	70	65	60	4	4	5
Limited English Proficient Students	--	NC	15115	--	NC	100	--	NC	471	--	NC	26	--	NC	38	--	NC	35	--	NC	1
Migrant Students	--	--	738	--	--	--	--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	31	194	35541	--	--	--	522	530	504	11	7	17	22	28	31	63	62	50	4	2	2
Non-Economically Disadvantaged	45	271	40091	--	--	--	553	545	550	10	7	9	14	22	21	71	65	64	5	5	6

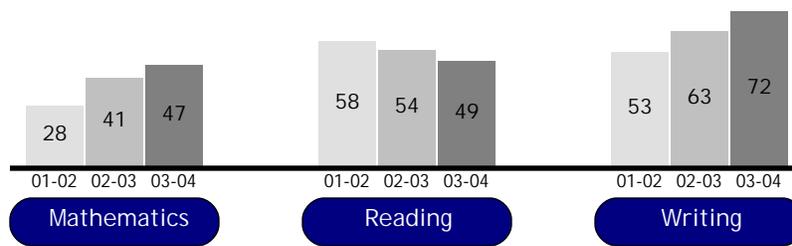
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	42	47	44	100	48	54	50	84	51	NA	58
	Language	100	40	43	39	100	45	49	43	99	59	52	50
	Mathematics	100	53	61	52	99	57	66	57	99	67	66	64
3	Reading	98	45	47	43	99	49	50	47	96	50	NA	55
	Language	98	58	56	50	100	57	58	54	96	60	60	61
	Mathematics	98	57	56	50	99	54	58	54	96	70	66	61
4	Reading	92	39	52	47	97	54	60	52	100	51	NA	56
	Language	92	44	52	45	98	48	55	48	100	53	53	52
	Mathematics	92	46	58	52	97	55	63	57	100	62	62	61
5	Reading	90	48	51	46	98	51	56	50	99	45	NA	55
	Language	90	48	49	43	100	45	53	46	100	46	53	49
	Mathematics	90	51	56	54	100	54	62	57	100	58	62	63

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)
- 3 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Vision Casting for Peralta Trail Elem.
- Ü School Safety Issues
- Ü Monitoring Annual Town Hall Meeting
- Ü Extracurricular Activities
- Ü Tax Credit Money Use

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	2.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	21
Core academic classes taught by Highly Qualified (NCLB) teachers.	40
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab In Media Center
- Ü Bobcat Reading Den
- Ü Outside Eating Area
- Ü 6 Acre Playground/Fields

Extracurricular Activities

- Ü Computer Club: Webpage & Graphic Design
- Ü Art Club For Grades 1-3
- Ü Band/Chorus
- Ü Intramural Sports
- Ü Rosetta Stone ELL Club
- Ü Principal's Book Club
- Ü ELT- Extra Learning Time

Social Services

- Ü Student Council w/Project HELP
- Ü Breakfast Program
- Ü Lunch Program
- Ü Food Drives for Project HELP
- Ü Title One Parent Nights

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Implementation of Quarterly Testing. Students were assessed quarterly on the state curriculum by tests created by Test Item Bank questions. From these tests, parents and teachers were given reports which stated proficiency level on each objective.
- ü Implementation of Literacy Plan. 'Put Reading First' inspired staff to closely look at reading. Reading instruction/grouping is based on running record/DRA findings. Spelling instruction is based on ability not grade level; 'Words Their Way'.
- ü Implementation of 'The Essential 55' in the fourth and fifth grade. Creating consistent behavior expectations for all fourth and fifth grade students.

Student Activity Rates for School Year 2003-04

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

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	54	70
Grades 3-4	67	63
Grades 4-5	43	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 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

Peralta Trail is a secure fenced campus. Classrooms are indoors and classroom buildings have own restrooms and drinking fountains. Classroom windows provide sight access to the outside. All visitors must check into the office before entering the campus. Monthly fire drills along with quarterly Code Reds are performed with the assistance from the local authorities.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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

Contacts

	Name	Phone Number
School Site Council	Larry LaPrise - Principal	(480) 982-1110
Transportation Policy	Max Ragsdale, Sr. - Director of Transportation	(480) 982-1110
Community Resources	Lailoni Capozzi - Project HELP Director	(480) 288-2955
School Nutrition Programs	Mona Barton - Director of Food Services	(480) 982-1110
Parent Organization	A. Raney President of PAWS	(480) 982-1110
Student Health/Nurse	Kathy Donald R.N.	(480) 982-1110

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

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

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

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

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

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

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

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

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

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

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

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

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

Total cost of printing: 12 Pages X .0318 Per page X 10 Copies = \$4.00

** 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.