

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Highly Performing  
2004-05 Performing Plus  
2003-04 Performing

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

### School Overview

Principal/Administrator : Mr. Larry LaPrise  
Schedule : 08:00 AM to 04:30 PM  
Grades : K-5  
Web Address : www.ptes.ajusd.org  
Phone Number : (480) 982-1110  
Fax Number : (480) 288-4490  
E-mail : llaprise@ptes.ajusd.org

### Mission

Vision Statement: To focus instruction for increased student achievement.

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)

2005-06 Not Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 Warning Year  
2004-05 N/A  
2003-04 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.
- ü To meet or exceed the Peralta Trail 2005-2006 Goals.

### Enrollment

October 1, 2005 School Year Student Enrollment : 490  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 25

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 :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

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
ü District Battle of the Books Champions	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	70	472	80010	96	98	99	455	448	447	3	9	10	21	16	18	49	58	53	27	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	221	38935	100	99	99	447	447	447	3	10	9	22	14	19	50	59	55	25	16	17
Male	38	251	40974	93	98	98	462	449	448	3	8	11	21	18	18	47	57	52	29	17	19
African American	NC	10	4201	NC	100	99	NC	NA	430	NC	NA	17	NC	NA	23	NC	NA	51	NC	NA	9
Hispanic	18	122	34545	100	100	99	429	433	432	6	12	14	33	20	24	56	60	53	6	7	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	45	324	35142	94	97	99	464	453	465	2	8	5	18	15	11	47	58	56	33	20	28
Students with Disabilities	12	77	10161	86	91	93	430	412	419	8	30	28	33	32	28	50	34	36	8	4	8
Students without Disabilities	58	395	69849	98	100	100	460	454	451	2	5	7	19	13	17	48	63	56	31	19	19
Limited English Proficient Students	NC	29	14013	NC	100	97	NC	403	413	NC	34	24	NC	28	34	NC	38	39	NC	NA	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	33	216	39029	94	96	98	447	434	432	3	14	14	27	20	25	52	57	52	18	8	9
Non-Economically Disadvantaged	37	256	40981	97	100	100	463	459	462	3	5	6	16	13	13	46	58	54	35	23	27

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	67	450	79438	92	94	98	457	455	451	4	6	9	30	21	24	51	64	56	15	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	216	38775	97	97	99	458	460	457	6	6	7	26	17	22	52	65	58	16	12	13
Male	36	234	40560	88	91	97	456	451	446	3	6	12	33	25	25	50	62	54	14	7	9
African American	NC	10	4178	NC	100	98	NC	NA	439	NC	NA	13	NC	NA	29	NC	NA	52	NC	NA	6
Hispanic	17	117	34297	94	98	98	429	440	434	18	10	14	41	27	31	35	57	50	6	5	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	43	307	34887	90	92	98	467	461	471	NA	5	4	28	18	15	51	66	63	21	11	18
Students with Disabilities	NC	55	9588	NC	65	88	NC	424	416	NC	16	30	NC	42	32	NC	38	34	NC	4	5
Students without Disabilities	58	395	69850	98	100	100	460	459	456	5	5	7	28	18	23	50	67	59	17	10	12
Limited English Proficient Students	NC	26	13856	NC	90	96	NC	404	407	NC	35	27	NC	35	43	NC	31	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	32	200	38685	91	89	97	437	440	435	9	10	14	44	27	32	44	61	50	3	3	5
Non-Economically Disadvantaged	35	250	40753	92	98	99	475	467	467	NA	3	5	17	17	16	57	66	62	26	14	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	72	475	79971	99	99	99	433	415	423	3	10	8	47	43	41	49	43	49	1	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	221	38974	97	99	99	454	428	437	NA	8	5	32	37	33	65	51	57	3	5	4
Male	41	254	40895	100	99	98	418	405	410	5	11	10	59	49	47	37	37	41	NA	3	2
African American	NC	10	4203	NC	100	99	NC	NA	411	NC	NA	11	NC	NA	45	NC	NA	43	NC	NA	2
Hispanic	18	122	34481	100	100	99	413	408	410	11	11	10	61	44	46	28	41	43	NA	4	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	47	327	35150	98	98	99	437	417	437	NA	9	5	45	43	35	53	43	56	2	4	5
Students with Disabilities	14	82	10258	100	96	94	400	355	377	7	29	23	71	56	51	21	12	25	NA	2	1
Students without Disabilities	58	393	69713	98	99	100	441	427	429	2	6	5	41	41	39	55	50	52	2	4	3
Limited English Proficient Students	NC	29	13985	NC	100	97	NC	359	382	NC	28	18	NC	45	54	NC	28	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	35	219	38994	100	97	98	422	398	409	3	13	10	60	48	47	34	37	41	3	1	1
Non-Economically Disadvantaged	37	256	40977	97	100	100	445	430	437	3	7	5	35	39	34	62	49	56	NA	5	5

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

4th 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	86	488	80147	98	98	99	525	488	482	5	8	11	7	15	17	47	55	49	42	23	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	236	39281	97	98	99	522	483	483	8	9	9	5	18	17	45	54	50	42	19	24
Male	48	250	40780	98	97	98	527	493	482	2	7	12	8	11	17	48	56	48	42	26	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	19	114	33494	100	99	99	514	481	466	11	13	15	5	18	23	53	50	49	32	19	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	61	351	36122	97	97	99	526	489	501	3	6	5	8	14	10	44	58	50	44	22	35
Students with Disabilities	20	88	10295	100	91	92	460	451	443	20	27	33	30	28	26	35	36	33	15	8	8
Students without Disabilities	66	400	69852	97	100	100	545	496	488	NA	4	7	NA	12	16	50	59	51	50	26	26
Limited English Proficient Students	NC	21	12722	NC	100	97	NC	430	441	NC	38	27	NC	29	33	NC	33	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	36	226	38371	95	95	97	507	475	465	8	13	15	11	17	23	50	58	49	31	12	13
Non-Economically Disadvantaged	50	262	41776	100	100	100	538	500	498	2	3	6	4	13	11	44	52	49	50	32	33

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	82	473	79686	93	95	98	511	486	470	1	5	11	11	19	24	59	64	57	29	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	230	39163	95	96	99	507	484	475	3	6	9	16	19	22	54	66	60	27	10	10
Male	45	241	40438	92	93	97	514	487	465	NA	5	13	7	19	25	62	61	54	31	15	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	18	109	33299	95	95	98	508	477	452	NA	9	17	22	21	32	44	58	47	33	12	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	58	342	35914	92	94	98	514	489	489	2	4	5	7	19	15	60	65	67	31	13	14
Students with Disabilities	15	72	9808	75	74	87	457	447	432	7	18	35	47	47	32	40	32	30	7	3	3
Students without Disabilities	67	401	69878	99	100	100	523	493	475	NA	3	8	3	13	23	63	69	61	34	14	9
Limited English Proficient Students	NC	18	12594	NC	86	96	NC	428	422	NC	39	34	NC	39	45	NC	17	21	NC	6	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	32	216	38095	84	91	97	501	472	452	NA	8	17	19	26	32	56	58	48	25	7	3
Non-Economically Disadvantaged	50	257	41591	100	98	99	517	497	486	2	3	6	6	12	16	60	68	65	32	17	13

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	86	487	80372	98	98	99	483	473	475	2	4	4	23	31	30	73	63	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	236	39452	95	98	99	497	481	488	NA	3	3	19	25	22	78	69	72	3	3	3
Male	49	249	40836	100	96	98	473	465	464	4	4	6	27	37	37	69	58	56	NA	0	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	18	112	33608	95	97	99	473	467	462	NA	5	6	33	30	36	67	63	57	NA	1	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	62	352	36213	98	97	99	487	475	489	3	3	2	21	32	22	74	63	72	2	1	3
Students with Disabilities	19	85	10526	95	88	94	432	433	427	11	13	15	58	56	53	32	28	31	NA	2	1
Students without Disabilities	67	402	69846	99	100	100	498	481	482	NA	2	3	13	26	26	85	71	69	1	1	2
Limited English Proficient Students	NC	20	12747	NC	95	97	NC	390	432	NC	25	12	NC	65	52	NC	10	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	38	229	38521	100	97	98	469	460	461	5	6	6	29	38	38	66	55	55	NA	0	1
Non-Economically Disadvantaged	48	258	41851	96	98	100	495	484	489	NA	2	3	19	26	22	79	70	72	2	2	4

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	80	458	79306	99	97	99	512	501	504	6	8	13	20	22	20	55	57	49	19	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	237	38845	100	98	99	503	499	505	7	7	11	22	26	20	56	54	50	15	13	18
Male	39	221	40383	98	95	98	520	503	504	5	9	14	18	18	19	54	59	47	23	14	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	19	98	32673	100	93	99	501	495	487	11	10	18	16	21	25	68	58	46	5	10	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	60	346	36234	100	98	99	515	502	523	5	8	6	22	22	13	50	57	52	23	14	28
Students with Disabilities	NC	56	10286	NC	81	91	NC	456	462	NC	38	41	NC	36	27	NC	27	27	NC	NA	5
Students without Disabilities	73	402	69020	99	100	100	517	507	510	3	4	9	18	20	18	59	61	52	21	15	21
Limited English Proficient Students	NC	14	10291	NC	93	96	NC	453	458	NC	36	38	NC	36	34	NC	29	26	NC	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	37	201	37437	100	95	97	497	491	486	5	10	19	27	28	26	59	54	46	8	8	9
Non-Economically Disadvantaged	43	257	41869	98	98	100	525	509	521	7	7	7	14	17	14	51	59	51	28	17	27

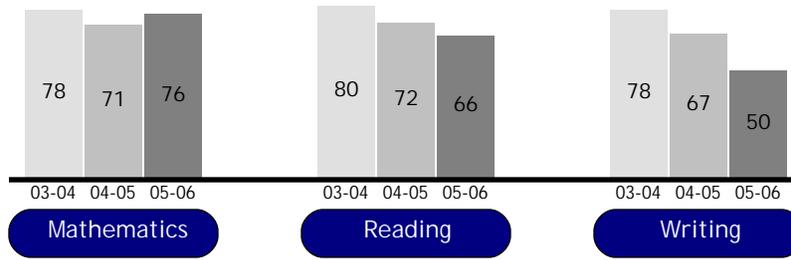
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	449	79000	98	95	98	501	495	489	4	4	10	18	21	24	65	67	58	14	8	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	232	38774	98	96	99	502	497	494	5	3	7	18	21	22	60	67	61	18	9	10
Male	39	217	40150	98	94	98	500	493	485	3	5	12	18	22	25	69	66	55	10	8	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	19	98	32508	100	93	98	489	486	472	5	6	15	21	24	33	74	66	49	NA	3	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	58	336	36135	97	95	98	506	498	508	3	3	4	16	20	14	62	67	67	19	10	15
Students with Disabilities	NC	46	9991	NC	67	88	NC	459	449	NC	17	33	NC	39	36	NC	43	29	NC	NA	2
Students without Disabilities	74	403	69009	100	100	100	503	499	495	4	2	6	16	19	22	65	69	62	15	9	10
Limited English Proficient Students	NC	14	10199	NC	93	95	NC	449	439	NC	29	35	NC	43	47	NC	29	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	36	197	37234	97	93	97	489	486	472	6	6	15	25	25	33	61	64	50	8	5	3
Non-Economically Disadvantaged	43	252	41766	98	97	99	511	503	505	2	2	5	12	18	16	67	68	65	19	11	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	79	465	79611	98	98	99	526	500	496	1	6	7	16	32	37	82	61	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	239	39016	100	99	99	537	516	511	2	3	4	7	28	29	90	69	66	NA	1	1
Male	38	226	40519	95	97	98	515	482	482	NA	10	10	26	38	44	74	53	46	NA	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	19	103	32855	100	98	99	508	498	481	5	7	10	11	32	43	84	61	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	59	347	36380	98	99	99	531	500	511	NA	6	4	19	33	30	81	61	65	NA	1	1
Students with Disabilities	NC	65	10664	NC	94	94	NC	424	440	NC	31	23	NC	40	54	NC	29	22	NC	NA	1
Students without Disabilities	72	400	68947	97	99	100	532	511	504	1	2	4	13	31	34	86	66	61	NA	1	1
Limited English Proficient Students	NC	15	10362	NC	100	97	NC	442	438	NC	27	22	NC	47	57	NC	27	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	36	207	37626	97	98	98	513	488	479	3	8	10	22	37	45	75	55	45	NA	NA	0
Non-Economically Disadvantaged	43	258	41985	98	99	100	537	509	511	NA	4	4	12	29	30	88	66	65	NA	1	1

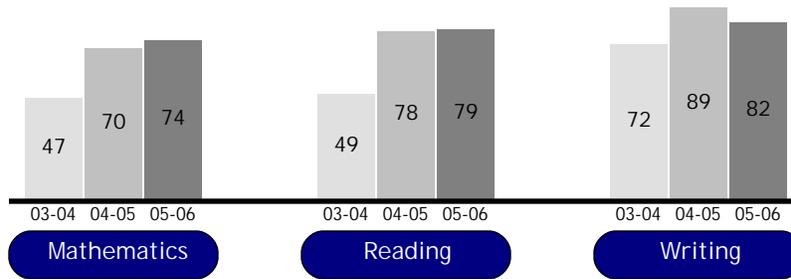
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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 2005-06

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

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	84	51	NA	58	95	54	55	47	92	59	56	46
	Language	99	59	52	50	95	62	58	47	92	73	65	48
	Mathematics	99	67	66	64	95	56	57	50	99	61	59	52
3	Reading	96	50	NA	55	100	47	50	44	93	54	54	46
	Language	96	60	60	61	100	47	47	44	100	44	46	46
	Mathematics	96	70	66	61	100	53	52	51	97	58	54	52
4	Reading	100	51	NA	56	93	57	53	48	95	76	63	52
	Language	100	53	53	52	93	59	55	49	100	80	63	52
	Mathematics	100	62	62	61	92	60	54	53	100	72	59	58
5	Reading	99	45	NA	55	100	61	56	50	98	63	61	56
	Language	100	46	53	49	100	58	55	50	99	63	58	54
	Mathematics	100	58	62	63	100	52	48	49	100	52	48	52

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

- 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 Tax Credit Money Use
- Ü School Safety Issues
- Ü Monitoring Annual Town Hall Meeting
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	2.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
Teachers with Emergency Certification.	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 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
- Ü Band/Chorus
- Ü Intramural Sports
- Ü Rosetta Stone ELL Club
- Ü Bobcat Book Club
- Ü Weekly Tutoring
- Ü Bobcat Fitness Club

Social Services

- Ü Coordination with Project HELP
- Ü Breakfast Program
- Ü Lunch Program
- Ü Lion's Club
- Ü Title One Parent Nights

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Implementation of Quarterly Testing. Students are assessed quarterly on the state curriculum by tests created by Test Item Bank questions. From these tests, parents and teachers are given reports which state 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 third through fifth grade. Creating consistent behavior expectations for all third through fifth grade students.
  
- ü Every year the staff creates goals for themselves. The 04-05 goals were met and surpassed in many instances. As always, we have looked at data and created our 05-06 goals and look forward to implementing them this year.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	90	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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

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 for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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	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](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 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.

6 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).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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