

# Zuni Hills Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

10851 W. Williams Avenue, Sun City, AZ 85373

Peoria Unified School District

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

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

Elementary  
Achievement Profile \*

New School\*\*

\*\* Some schools will not receive an Achievement Profile until October 2004.

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

N/A

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

### School Overview

Principal/Administrator : Mrs. Kristin J. Phelps  
Schedule : 8:00 AM to 4:30 PM  
Grades : K-8  
2003 Enrollment : 1009  
Web Address : peoriaud.k12.az.us  
Phone Number : (623) 412-5275  
Fax Number : (623) 412-5282  
E-mail : kphelps@peoriaud.k12.az.us

### Mission

Zuni Hills' safe, positive environment fosters mutual respect and enables students to become productive, independent and socially responsible citizens. The Zuni Hills is committed to empowering students to dream, grow, and reach academic success.

### School / Academic Goals

- Û Focus on academic achievement in reading for understanding and enjoyment. Students will increase their skill in phonics and vocabulary and apply strategies for comprehending, interpreting, and evaluating text.
- Û Focus on academic achievement in math for computational skills, problem solving, interpreting data, and use of manipulatives.

### Instructional Programs

- Û Gifted Education
- Û On-site Special Education
- Û Collaborative Literacy Intervention
- Û Half-day Kindergarten and Enrichment

### Enrollment

October 1, 2002 School Year Student Enrollment : 1050  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: No  
Number of Students Attending Under Open Enrollment in 2002-03 : 20

### Calendar Information

Number of Instruction Days : 177  
Average Daily Instruction Time : 6 hours 30 minutes  
First Day of School : 8/11/2003  
Last Day of School : 5/20/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

# Zuni Hills Elementary School

## School Site Council

### Council Composition

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

### Council Duties

- Ü Schoolwide Positive Incentive Programs
- Ü Schoolwide Recognition Programs
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Developing Community Partnerships

## Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	1.00	Teacher Aide	4.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	0	0	0
4 to 6 years	9	3	0	0
7 to 9 years	1	4	0	0
10 or more years	5	10	0	0

## Shared Responsibilities

### School

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment and the best opportunities to learn. Zuni Hills School invites and maintains high parent involvement.

### Parents

It is the responsibility of the parent(s) to provide a home environment that fosters learning. Parents are to model lifelong learning. Collaboration with the school will strengthen the value of education in the home.

## Resources Available at School Site

### Special Facilities

- Ü Technology Lab (7-8)
- Ü Computer Lab (K-6)

### Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Science and Technology Clubs
- Ü Boys and Girls Sports

### Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Crisis Intervention

## Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Zuni Hills Elementary School. Students residing east of 107th Avenue are provided transportation to the school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Primary students are receiving literacy support through the Literacy Appreciation Program and Program for Accelerated Literacy.
- ü The schoolwide Positive Incentive Program reinforces positive student behavior. The R.E.S.P.E.C.T. program develops guidelines and recognizes the citizenship efforts of students.

School Honors

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

Award/Honor	Year
ü PEEF Grant	2001
ü Pride of Peoria Award	2002

Student Activity Rates for School Year 2002-03

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	71	72
Grades 3-4	78	70
Grades 4-5	51	63
Grades 5-6	84	72
Grades 6-7	74	80
Grades 7-8	82	66

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

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

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

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	2731	75372	98	100	101	530	529	523	6	5	9	22	23	25	38	41	36	34	31	30
All Students (Prior Year)	94	2609	70809	NA	NA	NA	537	528	518	2	5	11	15	23	27	42	41	35	41	31	27
Female	64	1343	36901	97	98	101	531	530	524	3	4	8	21	23	25	38	41	36	38	31	31
Male	60	1387	38385	98	101	101	528	528	523	9	6	9	22	23	24	38	41	36	31	31	30
African American	NC	118	3589	NC	94	96	NC	512	501	NC	9	18	NC	37	33	NC	39	33	NC	15	16
Hispanic	13	552	29103	100	100	99	527	512	510	8	10	12	17	34	31	50	39	36	25	18	20
Asian/Pacific Islander	NC	90	1574	NC	99	96	NC	543	549	NC	5	3	NC	20	14	NC	30	34	NC	45	48
American Indian/Alaskan Native	NC	33	5086	NC	97	114	NC	515	491	NC	8	22	NC	29	38	NC	33	28	NC	29	12
White	102	1913	34597	96	99	98	530	534	535	5	3	4	23	20	20	38	43	38	34	34	38
Students with Disabilities	NC	247	8057	NC	73	99	NC	507	496	NC	16	23	NC	30	31	NC	34	28	NC	19	17
Students without Disabilities	117	2484	67315	106	104	101	530	529	525	6	4	8	21	23	24	38	41	37	35	31	31
Limited English Proficient Students	NC	189	16925	NC	106	112	NC	505	482	NC	11	27	NC	46	40	NC	30	26	NC	13	7
Migrant Students	--	NC	869				--	NC	501	--	NC	17	--	NC	30	--	NC	39	--	NC	14
Economically Disadvantaged	--	205	26325				--	492	504	--	11	15	--	51	34	--	33	33	--	5	18
Non-Economically Disadvantaged	124	2526	49047				530	531	530	6	4	6	22	21	21	38	42	37	34	33	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2716	75221	99	99	101	524	526	523	4	5	8	19	15	16	59	60	56	19	20	21
All Students (Prior Year)	94	2610	70860	NA	NA	NA	535	531	524	3	4	9	11	12	17	46	53	45	40	32	30
Female	65	1338	36833	98	98	100	526	529	526	2	3	6	16	15	15	66	60	56	16	23	23
Male	61	1378	38319	100	100	101	521	522	520	6	7	9	22	16	17	50	60	56	22	18	18
African American	NC	116	3597	NC	92	97	NC	512	510	NC	11	14	NC	21	22	NC	58	53	NC	11	11
Hispanic	13	553	29019	100	100	99	520	516	513	0	8	12	27	23	21	55	54	55	18	14	13
Asian/Pacific Islander	NC	90	1572	NC	99	95	NC	536	536	NC	3	2	NC	13	9	NC	59	57	NC	25	31
American Indian/Alaskan Native	NC	34	5071	NC	100	114	NC	518	502	NC	4	20	NC	20	27	NC	60	46	NC	16	8
White	104	1900	34543	98	98	97	524	529	531	4	4	4	18	13	12	58	61	58	19	22	26
Students with Disabilities	11	248	8006	65	73	99	NA	509	505	NA	14	22	NA	27	23	NA	49	42	NA	10	13
Students without Disabilities	115	2468	67215	105	103	101	524	526	524	4	5	7	19	15	16	59	60	56	19	20	21
Limited English Proficient Students	NC	189	16853	NC	106	112	NC	503	489	NC	19	29	NC	26	36	NC	47	32	NC	9	3
Migrant Students	--	NC	866				--	NC	503	--	NC	19	--	NC	23	--	NC	49	--	NC	8
Economically Disadvantaged	--	204	26256				--	494	509	--	19	14	--	36	24	--	44	51	--	1	11
Non-Economically Disadvantaged	126	2512	48965				524	528	528	4	4	5	19	14	13	59	61	58	19	21	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	2701	73654	96	99	99	529	533	530	8	5	9	8	11	13	82	78	70	3	6	7
All Students (Prior Year)	92	2434	68592	NA	NA	NA	553	550	542	3	4	9	7	8	12	72	72	63	18	16	16
Female	64	1338	36239	97	98	99	537	539	537	3	3	7	6	8	11	85	81	72	5	8	10
Male	58	1363	37301	95	99	98	519	526	523	13	7	12	10	13	15	77	75	68	0	4	5
African American	NC	117	3488	NC	93	94	NC	523	515	NC	10	16	NC	12	18	NC	74	62	NC	3	4
Hispanic	13	541	28348	100	98	96	515	524	520	17	8	13	0	16	17	83	73	65	0	3	5
Asian/Pacific Islander	NC	89	1558	NC	98	95	NC	543	547	NC	1	3	NC	8	8	NC	82	76	NC	8	13
American Indian/Alaskan Native	NC	33	4947	NC	97	111	NC	529	507	NC	4	22	NC	8	22	NC	80	53	NC	8	3
White	101	1893	33924	95	98	96	530	535	537	7	4	5	9	10	10	80	79	75	3	7	9
Students with Disabilities	NC	244	7306	NC	72	90	NC	521	506	NC	19	24	NC	8	20	NC	69	52	NC	4	4
Students without Disabilities	116	2457	66348	105	102	100	529	533	531	8	5	8	7	11	13	82	78	71	3	6	8
Limited English Proficient Students	NC	186	16422	NC	104	109	NC	510	495	NC	18	30	NC	20	27	NC	61	43	NC	2	0
Migrant Students	--	10	849				--	488	511	--	25	19	--	25	22	--	50	56	--	0	4
Economically Disadvantaged	--	204	25711				--	501	514	--	19	16	--	23	19	--	58	61	--	1	3
Non-Economically Disadvantaged	122	2497	47943				529	535	535	8	4	7	8	10	11	82	79	74	3	6	9

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	2885	76230	100	100	101	491	508	498	11	6	12	43	37	38	15	13	12	30	45	37
All Students (Prior Year)	99	2848	72888	NA	NA	NA	494	497	494	12	10	14	43	42	40	15	14	12	31	34	34
Female	59	1398	37247	100	99	100	501	510	500	7	4	11	38	37	40	15	13	13	40	46	37
Male	63	1484	38725	100	100	101	482	507	497	15	7	14	48	37	37	15	13	12	22	43	37
African American	NC	140	3594	NC	94	96	NC	490	476	NC	10	22	NC	51	46	NC	12	11	NC	27	21
Hispanic	14	630	28100	100	98	98	490	499	482	0	7	18	62	46	47	15	13	11	23	35	24
Asian/Pacific Islander	--	81	1447	--	99	95	--	525	527	--	3	5	--	25	26	--	12	11	--	60	58
American Indian/Alaskan Native	--	39	5292	--	100	113	--	499	463	--	9	31	--	47	47	--	9	8	--	35	14
White	105	1964	35389	100	99	96	492	512	514	12	5	6	41	34	32	14	13	14	32	48	48
Students with Disabilities	NC	244	9022	NC	91	105	NC	461	465	NC	36	31	NC	39	43	NC	3	8	NC	21	17
Students without Disabilities	115	2641	67208	102	101	100	493	510	500	10	5	12	44	37	38	15	13	12	31	45	38
Limited English Proficient Students	NC	159	14826	NC	105	113	NC	482	460	NC	6	31	NC	56	51	NC	19	8	NC	19	10
Migrant Students	--	15	837				--	528	478	--	0	19	--	25	51	--	25	8	--	50	21
Economically Disadvantaged	--	100	25037				--	462	477	--	18	21	--	68	47	--	7	11	--	7	21
Non-Economically Disadvantaged	122	2785	51193				491	510	507	11	5	9	43	36	35	15	13	13	30	46	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	2864	76202	99	99	101	507	508	505	19	13	19	29	23	24	40	52	46	12	13	11
All Students (Prior Year)	99	2848	72779	NA	NA	NA	509	507	505	11	15	21	15	20	20	60	50	43	14	15	15
Female	59	1396	37231	100	99	100	514	511	507	11	9	16	24	22	24	50	54	48	15	16	13
Male	62	1465	38718	98	99	101	501	505	503	26	16	22	34	24	24	31	49	44	9	11	10
African American	NC	139	3600	NC	93	97	NC	501	497	NC	21	28	NC	30	29	NC	40	39	NC	8	5
Hispanic	14	630	28090	100	98	98	518	504	497	23	16	28	23	28	30	38	47	37	15	9	5
Asian/Pacific Islander	--	80	1443	--	98	95	--	517	515	--	9	9	--	12	19	--	63	53	--	15	19
American Indian/Alaskan Native	--	38	5311	--	97	113	--	505	491	--	15	38	--	35	31	--	47	28	--	3	3
White	104	1952	35371	99	99	96	506	509	512	18	11	10	31	21	20	40	53	54	11	15	16
Students with Disabilities	NC	234	9097	NC	87	106	NC	497	493	NC	39	39	NC	25	27	NC	29	29	NC	7	5
Students without Disabilities	114	2630	67105	101	100	100	507	508	506	18	12	18	30	23	24	41	52	47	12	13	12
Limited English Proficient Students	NC	158	14780	NC	105	113	NC	499	486	NC	19	50	NC	25	32	NC	56	18	NC	0	1
Migrant Students	--	14	832				--	512	492	--	0	36	--	0	31	--	100	31	--	0	3
Economically Disadvantaged	--	99	24961				--	486	495	--	49	32	--	34	30	--	16	34	--	0	4
Non-Economically Disadvantaged	121	2765	51241				507	509	509	19	11	14	29	23	22	40	53	51	12	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	2862	74692	100	99	99	505	513	502	18	10	18	22	26	27	53	56	47	7	9	8
All Students (Prior Year)	98	2780	70710	NA	NA	NA	528	523	512	4	10	17	24	23	26	54	51	42	18	16	16
Female	59	1388	36710	100	98	99	517	522	509	7	6	14	24	22	26	61	61	50	7	11	10
Male	63	1472	37742	100	100	98	495	504	495	28	14	22	20	29	28	45	51	44	7	6	6
African American	NC	141	3516	NC	95	94	NC	505	487	NC	13	26	NC	34	31	NC	45	39	NC	9	4
Hispanic	14	631	27492	100	98	96	513	506	486	23	12	27	8	29	32	54	53	38	15	7	4
Asian/Pacific Islander	--	80	1428	--	98	94	--	529	528	--	8	8	--	14	20	--	60	54	--	18	18
American Indian/Alaskan Native	--	39	5166	--	100	110	--	495	470	--	21	39	--	24	32	--	53	27	--	3	2
White	105	1943	34785	100	98	94	504	515	517	18	9	10	23	25	23	52	57	56	6	9	11
Students with Disabilities	NC	231	8428	NC	86	98	NC	473	472	NC	40	38	NC	25	30	NC	35	29	NC	0	3
Students without Disabilities	115	2631	66264	102	100	99	506	514	503	17	9	17	22	26	27	54	56	48	7	9	8
Limited English Proficient Students	NC	159	14363	NC	105	109	NC	492	459	NC	19	47	NC	31	34	NC	44	19	NC	6	1
Migrant Students	--	15	814				--	552	475	--	0	33	--	0	37	--	75	27	--	25	2
Economically Disadvantaged	--	97	24507				--	467	480	--	30	31	--	54	33	--	17	33	--	0	3
Non-Economically Disadvantaged	122	2765	50185				505	514	511	18	9	13	22	25	24	53	57	53	7	9	10

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	2987	71167	97	99	99	461	468	463	36	32	38	48	47	41	10	15	14	6	6	7
All Students (Prior Year)	--	2820	66213	--	NA	NA	--	470	459	--	29	39	--	46	40	--	18	14	--	7	7
Female	41	1483	34825	100	98	99	465	466	462	33	32	38	48	49	42	10	15	14	10	4	6
Male	65	1500	36047	96	99	99	459	469	464	39	33	38	48	44	39	10	15	15	3	8	8
African American	NC	153	3225	NC	99	95	NC	445	441	NC	54	57	NC	38	34	NC	7	6	NC	2	2
Hispanic	13	566	23643	93	96	97	452	456	445	36	44	53	55	40	37	9	13	8	0	2	2
Asian/Pacific Islander	NC	85	1503	NC	94	100	NC	484	493	NC	18	18	NC	49	40	NC	21	23	NC	12	19
American Indian/Alaskan Native	NC	35	5161	NC	100	103	NC	470	435	NC	34	63	NC	41	30	NC	14	5	NC	10	2
White	84	2131	35245	98	99	95	465	471	476	34	29	26	48	49	45	11	16	19	7	7	10
Students with Disabilities	NC	250	8095	NC	88	104	NC	429	426	NC	69	69	NC	28	25	NC	1	5	NC	1	1
Students without Disabilities	102	2737	63072	102	100	99	462	469	464	36	31	37	48	47	41	10	15	15	6	6	7
Limited English Proficient Students	NC	113	10317	NC	130	111	NC	409	426	NC	78	72	NC	22	25	NC	0	2	NC	0	1
Migrant Students	--	NC	614				--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	--	24	17057				--	424	440	--	68	58	--	32	34	--	0	6	--	0	2
Non-Economically Disadvantaged	106	2963	54110				461	468	468	36	32	33	48	47	43	10	15	16	6	6	8

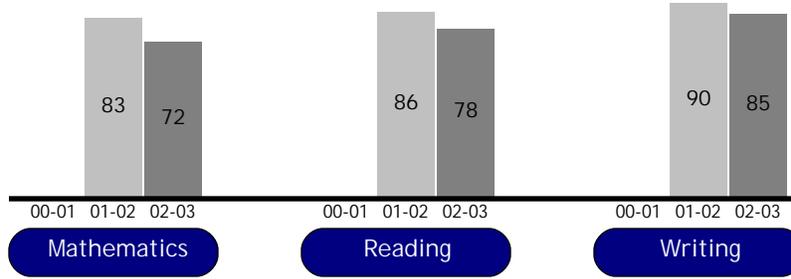
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	2981	71100	95	99	99	503	510	502	21	17	25	24	19	21	40	46	40	15	18	15
All Students (Prior Year)	--	2813	66144	--	NA	NA	--	514	504	--	15	24	--	19	20	--	47	40	--	20	16
Female	39	1480	34801	95	98	99	509	513	505	16	13	21	26	20	22	39	49	42	18	18	15
Male	65	1498	36010	96	99	99	499	507	499	24	22	28	23	18	20	40	43	38	13	17	14
African American	NC	154	3219	NC	100	95	NC	494	486	NC	29	38	NC	25	24	NC	38	31	NC	7	7
Hispanic	13	569	23630	93	97	96	507	502	485	18	23	37	9	22	25	64	41	32	9	14	6
Asian/Pacific Islander	NC	86	1509	NC	96	100	NC	518	522	NC	12	12	NC	19	14	NC	41	46	NC	27	28
American Indian/Alaskan Native	NC	35	5144	NC	100	102	NC	503	478	NC	24	46	NC	21	24	NC	41	25	NC	14	5
White	82	2119	35198	95	98	95	504	513	515	20	15	15	25	18	18	39	48	47	16	19	21
Students with Disabilities	NC	266	8121	NC	94	105	NC	470	470	NC	58	55	NC	21	20	NC	13	21	NC	8	4
Students without Disabilities	100	2715	62979	100	99	99	503	511	503	20	17	23	24	19	21	40	47	41	15	18	15
Limited English Proficient Students	NC	113	10304	NC	130	110	NC	465	462	NC	57	63	NC	14	23	NC	29	13	NC	0	1
Migrant Students	--	NC	623				--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	--	26	17040				--	462	483	--	59	40	--	27	25	--	14	29	--	0	6
Non-Economically Disadvantaged	104	2955	54060				503	511	507	21	17	20	24	19	20	40	46	43	15	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	2940	69001	93	97	96	485	499	490	13	11	17	51	35	37	36	53	45	0	1	1
All Students (Prior Year)	--	2741	63579	--	NA	NA	--	503	493	--	8	15	--	38	42	--	52	41	--	2	2
Female	38	1461	34086	93	97	97	494	506	496	3	6	13	59	33	36	38	59	51	0	2	1
Male	63	1476	34644	93	97	95	479	492	484	20	16	22	46	37	39	34	47	38	0	1	0
African American	NC	150	3115	NC	97	92	NC	485	478	NC	21	25	NC	42	44	NC	36	31	NC	1	0
Hispanic	12	563	22656	86	96	92	486	491	476	20	14	27	30	40	43	50	45	30	0	0	0
Asian/Pacific Islander	NC	81	1472	NC	90	98	NC	508	507	NC	4	8	NC	35	30	NC	59	60	NC	1	2
American Indian/Alaskan Native	NC	35	4940	NC	100	98	NC	487	469	NC	14	34	NC	48	43	NC	38	23	NC	0	0
White	80	2095	34501	93	97	93	486	502	500	13	9	10	51	33	34	37	57	55	0	1	1
Students with Disabilities	NC	258	7386	NC	91	95	NC	460	459	NC	46	46	NC	29	37	NC	24	17	NC	0	0
Students without Disabilities	98	2682	61615	98	98	97	485	500	491	14	10	16	50	35	37	36	54	45	0	1	1
Limited English Proficient Students	NC	109	9662	NC	125	104	NC	441	454	NC	71	51	NC	29	40	NC	0	9	NC	0	0
Migrant Students	--	NC	590				--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0
Economically Disadvantaged	--	26	16383				--	463	472	--	32	30	--	55	43	--	14	26	--	0	0
Non-Economically Disadvantaged	101	2914	52618				485	499	494	13	10	14	51	35	36	36	54	49	0	1	1

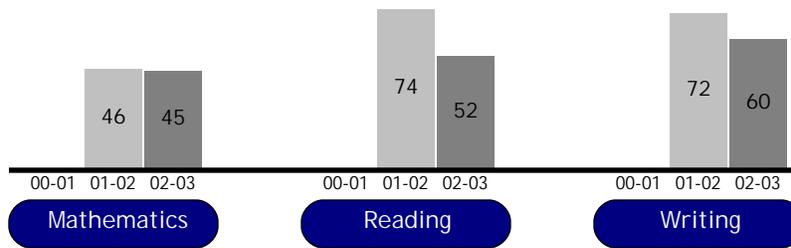
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

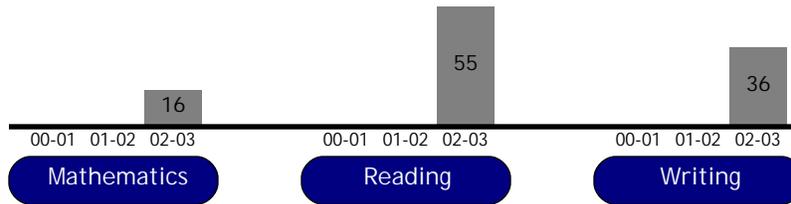
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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?	NA
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

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

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	63	53	96	47	58	44	98	63	62	50
	Language	--	--	57	45	98	39	56	39	98	56	57	43
	Mathematics	--	--	71	56	98	54	68	52	99	66	71	57
3	Reading	--	--	58	50	94	67	55	43	100	62	58	47
	Language	--	--	68	55	95	70	64	50	100	69	66	54
	Mathematics	--	--	67	53	96	69	65	50	100	66	67	54
4	Reading	--	--	62	55	97	70	59	47	97	70	63	52
	Language	--	--	58	50	98	61	57	45	100	63	59	48
	Mathematics	--	--	66	56	98	64	66	52	100	71	67	57
5	Reading	--	--	59	51	99	55	55	46	99	59	61	50
	Language	--	--	53	46	99	50	51	43	98	53	56	46
	Mathematics	--	--	66	56	99	59	63	54	99	62	67	57
6	Reading	--	--	63	54	99	55	60	49	96	67	63	53
	Language	--	--	56	46	99	54	54	42	96	60	58	45
	Mathematics	--	--	74	61	99	65	70	58	96	68	73	62
7	Reading	--	--	64	53	100	58	60	48	98	64	63	51
	Language	--	--	68	55	100	60	64	51	98	70	69	54
	Mathematics	--	--	71	57	99	69	68	54	98	73	70	58
8	Reading	--	--	63	55	--	--	61	49	99	58	62	53
	Language	--	--	61	50	--	--	60	46	100	51	62	49
	Mathematics	--	--	64	57	--	--	67	54	99	63	66	58

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

School Safety

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

Visitors to our campus are required to check-in at the office, where they are issued a visitor's badge. Additionally, all PUSD employees wear their PUSD badges. Except for the front door, outside doors to the school are locked at all times.

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) :

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.

Contacts

	Name	Phone Number
School Site Council	Kristin Phelps	(623) 412-5275
Transportation Policy	Jan Martinez	(623) 486-6167
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	PTO	(623) 412-5275
Student Health/Nurse	Nancy Knobloch	(623) 412-5279

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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