

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

10851 w. Williams Road, 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Nick Battaglia
 Schedule : 08:00 AM to 05:00 PM
 Grades : K-8
 2005 Enrollment : 1180
 Web Address : www.peoriaud.k12.az.us
 Phone Number : (623) 412-5275
 Fax Number : (623) 412-5282
 E-mail : nbattagl@peoriaud.k12.az.us

Mission

Zuni Hills' safe, positive environment fosters mutual respect and enables students to become productive, independent and socially responsible citizens. Zuni Hills School is committed to every student, everyday.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

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

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

School / Academic Goals

- ü Increase Student Learning - is Zuni Hills primary academic goal. Generating improvements for classroom instruction, lesson planning and data-driven research, will help increase student achievement in Math, Reading and Language Arts.
- ü **continued from #1**
Providing a positive learning environment will help to ensure learning for all students

Enrollment

October 1, 2004 School Year Student Enrollment : 990
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 37

Instructional Programs

- ü Gifted Education
- ü On-site Special Education
- ü Collaborative Literacy Intervention
- ü Half-day Kindergarten and Enrichment
- ü Arts - Band, Music and Art
- ü K-6 Computer Lab
- ü 7th and 8th Technology Lab

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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.

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.

School Honors

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

Award/Honor	Year
ü National Council for Geographic Education	2004
ü National Indian Education Study	2004
ü PEEF Grant	2004
ü Pride of Peoria Award	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	126	2834	79306	100	100	99	467	448	445	3	7	10	12	15	18	58	57	51	28	20	20
All Students (Prior Year)	119	2724	75509	100	100	100	535	529	521	6	8	13	16	21	23	35	35	33	42	35	31
Female	63	1346	38691	100	100	99	459	453	446	2	6	10	18	14	18	58	60	52	22	20	20
Male	63	1488	40583	100	100	99	476	443	445	4	8	11	5	17	18	57	55	50	34	20	21
African American	NC	150	4041	NC	97	99	NC	431	426	NC	10	17	NC	23	23	NC	58	50	NC	10	10
Hispanic	13	655	32869	100	99	99	450	428	429	0	12	15	25	22	25	67	57	51	8	9	10
Asian/Pacific Islander	--	85	1935	--	98	99	--	460	474	--	4	3	--	15	9	--	51	48	--	29	40
American Indian/Alaskan Native	NC	46	4264	NC	100	100	NC	419	419	NC	8	19	NC	35	30	NC	48	45	NC	10	6
White	108	1898	36197	100	100	99	472	455	463	2	6	5	10	12	11	56	58	53	32	24	31
Students with Disabilities	16	435	10321	100	100	100	436	391	389	13	23	30	20	27	27	60	40	34	7	10	9
Students without Disabilities	110	2404	69060	100	98	98	472	458	454	1	4	7	10	13	17	57	61	54	31	22	22
Limited English Proficient Students	NC	226	15509	NC	100	100	NC	356	406	NC	23	20	NC	29	30	NC	41	45	NC	6	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	NC	569	39415	NC	85	96	NC	439	431	NC	13	15	NC	17	25	NC	58	50	NC	12	10
Non-Economically Disadvantaged	117	2270	39966	100	100	100	469	450	459	2	6	6	11	15	12	59	57	52	28	22	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2834	79395	100	0	99	467	458	446	5	4	9	15	18	25	67	64	55	13	13	11
All Students (Prior Year)	119	2724	75492	100	100	100	529	525	519	6	7	12	10	15	16	54	51	47	30	27	24
Female	63	1346	38743	100	0	100	469	469	451	4	3	7	15	14	24	69	68	57	13	16	12
Male	63	1488	40618	100	0	99	466	448	440	7	6	11	16	22	27	64	61	53	13	12	9
African American	NC	150	4052	NC	0	100	NC	449	434	NC	5	11	NC	21	29	NC	66	54	NC	8	6
Hispanic	13	655	32915	100	0	99	448	439	426	8	8	15	8	25	35	75	61	47	8	6	4
Asian/Pacific Islander	--	85	1936	--	0	99	--	465	468	--	3	3	--	13	14	--	64	63	--	21	19
American Indian/Alaskan Native	NC	46	4271	NC	0	100	NC	435	420	NC	3	15	NC	35	42	NC	38	41	NC	25	2
White	108	1898	36221	100	0	99	471	465	465	4	3	4	17	15	15	66	66	63	13	16	17
Students with Disabilities	16	435	10331	100	0	100	430	400	388	27	15	25	33	34	37	33	43	34	7	8	4
Students without Disabilities	110	2404	69139	100	0	99	473	469	454	2	2	7	13	15	24	72	68	58	14	14	11
Limited English Proficient Students	NC	226	15545	NC	0	100	NC	358	399	NC	15	21	NC	42	42	NC	41	35	NC	2	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	NC	569	39484	NC	0	96	NC	449	429	NC	8	14	NC	24	35	NC	61	47	NC	7	4
Non-Economically Disadvantaged	117	2270	39986	100	0	100	467	460	461	5	3	4	15	16	16	69	65	63	12	15	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2826	78869	100	100	99	464	453	442	2	3	6	16	17	21	71	70	63	11	10	10
All Students (Prior Year)	119	2706	75053	100	100	99	619	603	597	3	5	7	8	10	12	81	78	72	8	7	9
Female	63	1343	38536	100	100	99	483	474	458	0	1	4	9	9	15	73	75	67	18	14	14
Male	63	1483	40302	100	100	99	445	435	428	4	5	8	23	23	26	70	66	60	4	6	7
African American	NC	149	4015	NC	96	99	NC	443	430	NC	3	8	NC	17	24	NC	71	61	NC	9	7
Hispanic	13	651	32606	100	99	98	453	439	426	0	4	8	25	22	27	67	68	60	8	6	5
Asian/Pacific Islander	--	85	1925	--	98	99	--	464	471	--	1	3	--	10	11	--	73	64	--	15	22
American Indian/Alaskan Native	NC	46	4245	NC	100	100	NC	435	423	NC	0	9	NC	23	26	NC	65	61	NC	13	4
White	108	1895	36078	100	100	99	468	458	459	2	3	4	13	15	16	73	71	66	12	11	14
Students with Disabilities	16	435	10246	100	100	100	436	386	367	7	8	18	40	37	39	40	48	40	13	7	4
Students without Disabilities	110	2396	68697	100	98	98	468	466	454	1	2	4	13	13	18	76	74	67	10	11	11
Limited English Proficient Students	NC	224	15339	NC	100	100	NC	359	399	NC	9	11	NC	33	31	NC	54	54	NC	4	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	NC	567	39106	NC	85	95	NC	444	427	NC	4	8	NC	22	28	NC	68	59	NC	5	5
Non-Economically Disadvantaged	117	2264	39837	100	100	100	464	456	457	2	3	4	15	15	14	72	71	67	12	11	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	2918	78906	100	100	99	516	507	498	6	10	13	18	16	19	45	48	48	31	26	20
All Students (Prior Year)	96	2855	76019	100	100	100	495	503	499	11	9	14	46	39	39	17	16	14	26	35	33
Female	62	1425	38644	100	99	99	517	508	500	4	9	12	18	16	19	49	49	49	30	25	19
Male	63	1492	40236	100	100	99	516	507	497	9	11	15	19	16	19	40	46	46	32	27	20
African American	NC	135	4087	NC	98	99	NC	477	481	NC	19	20	NC	25	24	NC	42	45	NC	14	11
Hispanic	12	653	31938	100	100	99	493	488	481	17	17	19	25	21	25	50	45	46	8	17	10
Asian/Pacific Islander	NC	96	1805	NC	99	98	NC	526	536	NC	3	5	NC	12	8	NC	49	45	NC	36	42
American Indian/Alaskan Native	NC	41	4593	NC	100	100	NC	476	467	NC	14	26	NC	22	29	NC	46	39	NC	19	6
White	107	1993	36483	100	100	99	518	515	517	5	8	7	17	14	13	45	49	51	33	29	30
Students with Disabilities	14	413	10664	100	100	100	472	435	430	31	32	42	38	29	27	15	29	26	15	10	5
Students without Disabilities	111	2507	68310	98	98	98	522	519	509	3	7	9	15	14	18	48	51	51	33	29	22
Limited English Proficient Students	NC	182	12573	NC	100	100	NC	403	454	NC	30	27	NC	22	30	NC	43	38	NC	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	11	573	38679	85	87	96	500	493	483	18	17	20	18	23	25	45	45	45	18	15	10
Non-Economically Disadvantaged	114	2347	40295	100	100	100	518	511	513	5	9	7	18	14	13	44	49	50	32	29	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	2919	78908	100	0	99	494	492	484	4	6	10	19	18	23	70	65	58	7	11	9
All Students (Prior Year)	95	2851	76020	99	100	100	501	506	503	17	18	25	31	22	23	37	45	40	15	14	12
Female	62	1426	38648	100	0	99	496	497	489	4	4	8	12	14	22	77	69	61	7	12	10
Male	63	1492	40233	100	0	99	492	487	479	4	8	12	26	21	25	62	61	55	8	10	8
African American	NC	135	4092	NC	0	99	NC	475	473	NC	8	12	NC	25	28	NC	61	54	NC	6	5
Hispanic	12	653	31940	100	0	99	473	473	465	8	11	16	33	27	32	58	57	49	0	5	3
Asian/Pacific Islander	NC	96	1805	NC	0	98	NC	502	507	NC	4	4	NC	9	13	NC	76	65	NC	11	18
American Indian/Alaskan Native	NC	41	4569	NC	0	100	NC	464	457	NC	11	18	NC	16	39	NC	65	41	NC	8	2
White	107	1994	36502	100	0	99	495	499	502	3	4	4	18	15	14	71	67	67	8	14	15
Students with Disabilities	14	415	10665	100	0	100	464	428	423	15	20	30	38	34	36	38	41	31	8	4	2
Students without Disabilities	111	2506	68312	98	0	98	498	503	493	2	4	7	16	15	21	74	69	62	7	12	10
Limited English Proficient Students	NC	182	12556	NC	0	100	NC	389	436	NC	20	24	NC	37	40	NC	41	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	11	574	38662	85	0	96	500	481	468	0	9	16	18	29	32	73	57	49	9	5	3
Non-Economically Disadvantaged	114	2347	40315	100	0	100	493	495	498	4	5	5	19	15	15	70	67	66	7	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	125	2920	78750	100	100	99	508	512	500	4	3	6	26	22	29	70	72	63	0	3	2
All Students (Prior Year)	96	2854	75673	100	100	100	553	544	530	10	8	12	18	22	25	65	66	58	7	4	4
Female	62	1427	38586	100	99	99	517	524	515	4	2	4	21	15	22	75	79	71	0	3	3
Male	63	1492	40135	100	100	99	499	499	486	4	4	8	32	29	35	64	65	56	0	2	1
African American	NC	135	4081	NC	98	99	NC	483	488	NC	10	8	NC	30	32	NC	58	59	NC	3	2
Hispanic	12	654	31841	100	100	99	480	500	483	8	4	8	33	29	36	58	65	55	0	2	1
Asian/Pacific Islander	NC	96	1802	NC	99	98	NC	527	533	NC	2	2	NC	17	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	NC	41	4586	NC	100	100	NC	485	481	NC	8	8	NC	16	37	NC	76	54	NC	0	1
White	107	1994	36440	100	100	99	510	517	516	3	3	3	26	20	22	71	75	71	0	3	4
Students with Disabilities	14	414	10622	100	100	100	464	436	415	8	10	21	54	47	50	38	42	28	0	1	1
Students without Disabilities	111	2508	68196	98	98	98	514	524	513	3	2	3	23	18	25	74	77	69	0	3	3
Limited English Proficient Students	NC	183	12504	NC	100	100	NC	410	451	NC	8	12	NC	38	44	NC	51	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	11	574	38558	85	88	96	500	498	485	9	6	8	9	29	37	82	65	54	0	1	1
Non-Economically Disadvantaged	114	2348	40260	100	100	100	509	515	514	3	3	3	28	20	21	69	74	72	0	3	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	3236	78250	100	100	99	565	558	548	10	13	21	20	17	18	56	57	48	14	13	13
All Students (Prior Year)	131	3176	75001	100	100	99	468	476	468	27	27	37	53	43	36	13	21	16	6	10	10
Female	65	1575	38071	100	100	99	567	558	549	7	11	20	23	17	19	56	59	49	15	13	12
Male	72	1658	40126	100	100	99	564	558	547	13	15	23	17	16	17	56	56	46	14	13	14
African American	NC	174	4058	NC	98	99	NC	544	523	NC	15	32	NC	24	22	NC	57	41	NC	4	5
Hispanic	15	686	29129	94	100	99	577	543	527	7	19	32	36	23	23	29	50	40	29	9	6
Asian/Pacific Islander	NC	101	1747	NC	100	100	NC	586	589	NC	5	9	NC	7	9	NC	64	50	NC	23	32
American Indian/Alaskan Native	NC	42	4996	NC	100	100	NC	534	518	NC	13	36	NC	19	25	NC	69	36	NC	0	4
White	115	2233	38320	100	100	99	564	563	568	10	11	12	19	15	14	58	59	55	13	15	19
Students with Disabilities	NC	371	9329	NC	100	100	NC	459	454	NC	58	64	NC	20	18	NC	20	16	NC	2	2
Students without Disabilities	129	2867	68996	100	99	99	571	570	561	6	7	16	19	16	18	60	62	52	15	14	14
Limited English Proficient Students	NC	147	10133	NC	100	100	NC	440	488	NC	31	45	NC	27	25	NC	41	28	NC	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	13	556	33388	87	90	94	557	546	530	15	20	32	15	22	22	62	50	40	8	8	5
Non-Economically Disadvantaged	124	2682	44937	100	100	100	567	561	561	9	11	13	21	16	15	55	59	54	15	14	18

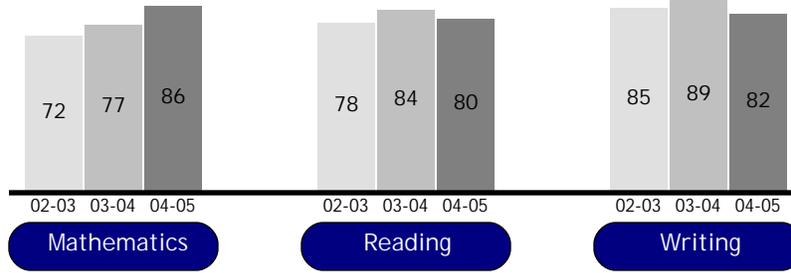
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	3238	78302	100	0	99	533	524	512	5	7	11	18	19	25	70	68	57	7	7	7
All Students (Prior Year)	131	3170	74918	100	100	99	504	507	497	24	22	32	26	18	19	30	42	35	20	18	15
Female	65	1575	38082	100	0	99	538	528	518	2	4	8	16	17	24	74	72	61	8	7	7
Male	72	1660	40166	100	0	99	528	520	507	8	9	14	19	21	26	67	64	54	6	7	6
African American	NC	174	4064	NC	0	100	NC	522	498	NC	6	14	NC	19	29	NC	71	54	NC	5	3
Hispanic	15	686	29152	94	0	99	541	510	492	7	12	17	14	25	34	64	58	46	14	5	2
Asian/Pacific Islander	NC	101	1746	NC	0	100	NC	545	542	NC	1	5	NC	13	13	NC	77	66	NC	9	16
American Indian/Alaskan Native	NC	43	4993	NC	0	100	NC	494	484	NC	9	19	NC	33	38	NC	52	42	NC	6	1
White	115	2234	38347	100	0	99	531	528	531	5	5	5	18	17	17	72	70	68	6	7	10
Students with Disabilities	NC	371	9353	NC	0	100	NC	438	429	NC	33	40	NC	35	38	NC	31	22	NC	1	1
Students without Disabilities	129	2869	69024	100	0	99	539	535	524	1	3	7	16	17	23	75	72	62	8	7	7
Limited English Proficient Students	NC	147	10140	NC	0	100	NC	407	451	NC	20	28	NC	39	43	NC	39	29	NC	1	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	13	556	33398	87	0	94	521	511	495	15	12	18	15	28	35	69	58	46	0	3	2
Non-Economically Disadvantaged	124	2684	44979	100	0	100	534	527	525	4	5	6	18	17	18	71	70	66	8	8	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	3229	78094	99	100	99	561	561	545	0	2	3	17	11	18	82	86	77	1	2	2
All Students (Prior Year)	131	3170	74503	100	100	99	520	522	491	4	4	9	18	22	32	69	61	51	9	12	8
Female	65	1573	38025	100	100	99	576	569	558	0	1	2	7	6	13	93	91	82	0	2	2
Male	71	1653	40013	99	99	99	547	552	534	0	3	5	27	15	23	71	81	71	2	1	1
African American	NC	173	4037	NC	97	99	NC	555	532	NC	2	4	NC	15	22	NC	82	73	NC	1	1
Hispanic	15	685	29068	94	100	99	557	547	523	0	3	5	21	17	27	79	80	67	0	1	1
Asian/Pacific Islander	NC	101	1743	NC	100	100	NC	588	577	NC	0	2	NC	4	9	NC	91	82	NC	5	8
American Indian/Alaskan Native	NC	42	4981	NC	100	100	NC	558	526	NC	3	4	NC	3	25	NC	94	70	NC	0	0
White	114	2228	38265	100	100	99	561	564	564	0	1	2	17	9	11	82	88	84	1	2	3
Students with Disabilities	NC	369	9275	NC	100	100	NC	459	444	NC	9	14	NC	39	46	NC	51	39	NC	1	1
Students without Disabilities	128	2862	68892	99	99	98	569	573	559	0	1	2	11	7	14	88	90	82	1	2	2
Limited English Proficient Students	NC	147	10084	NC	100	100	NC	431	474	NC	8	10	NC	28	39	NC	63	50	NC	1	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	13	556	33296	87	90	94	550	547	527	0	2	5	15	19	27	85	78	67	0	1	0
Non-Economically Disadvantaged	123	2675	44871	100	100	100	563	564	559	0	2	2	17	9	12	82	88	84	1	2	3

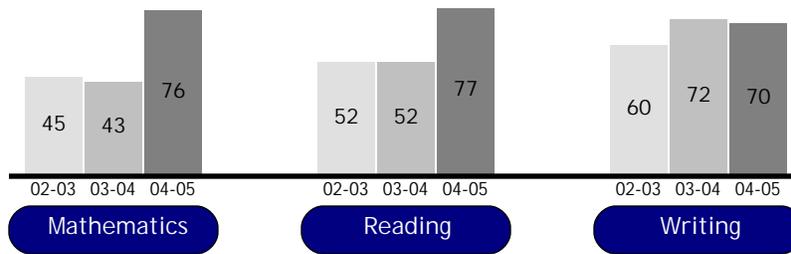
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

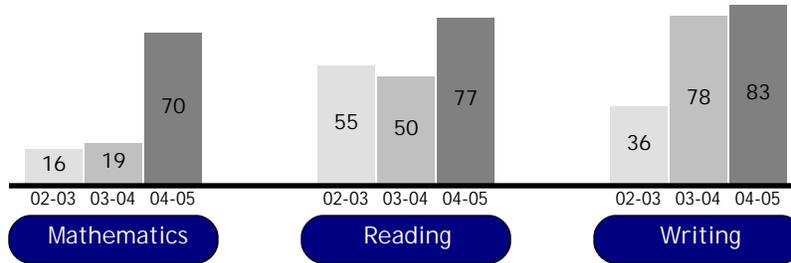
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

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

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

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

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.50	Teacher	64.00
Other Professional Staff	4.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	23	1	0	0
4 to 6 years	5	3	0	0
7 to 9 years	7	4	0	0
10 or more years	11	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	112
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Technology Lab (7-8)
- Ü Library/Media Center
- Ü Computer Lab (K-6)
- Ü Multi-Purpose Room

Extracurricular Activities

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

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Crisis Intervention
- Ü AM/PM Student Program

School Achievements/Accomplishments 2004-05

- ü Primary students are receiving literacy support through the PAL Program, 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.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	14	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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	Nick Battaglia	(623) 412-5275
Transportation Policy	Jan Martinez	(623) 486-6167
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(800) 486-6350
Parent Organization	PTSO	(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 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."

ACHIEVEMENT PROFILES

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

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

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