



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

10237 W Encanto Blvd, Avondale, AZ 85323

Pendergast Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Not Evaluated
2002-03	New School

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

School Overview

Principal/Administrator : Mrs. LeeAnn Lawlor and Tracy Yslas
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-8
 2005 Enrollment : 771
 Web Address : www.pendergast.k12.az.us
 Phone Number : (623) 772-2670
 Fax Number : (623) 478-1972
 E-mail : RVPrincipals@pendergast.k12.az.us

Mission

High academic achievement for all of our students; families and school staff collaborating as partners in education; pride and respect for all; celebrating the diversity of our community; a friendly, positive, and supportive learning environment.

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 Students will demonstrate at least one year's growth in reading, writing, and math. On-going training to enhance teaching skills will occur all year with a focus on vocabulary and the use of graphic organizers to improve all content areas.
- ü All students will participate in writing activities using the Topic, Audience, Purpose and Plan model. Students will also be assessed by the Six-Trait writing assessment. Teachers will model examples of quality writing to meet state standards.
- ü In addition to basic math skills, students will utilize the Cognitive Guided Instruction approach where critical thinking and writing occur daily in math.
- ü All students and staff will participate and utilize the TRIBES community building process. All staff and students will honor the agreements: mutual respect, attentive listening, no put downs, right to pass, appreciations, and safety.

Enrollment

October 1, 2004 School Year Student Enrollment : 766
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 27

Instructional Programs

- ü ART club
- ü Tuition-Based All Day Kindergarten
- ü TRIBES Community Building Process
- ü CLIP (One-to-One Reading Intervention)
- ü Tutoring/After School Homework Club
- ü Special Education/Speech
- ü Computer Lab and Wireless Laptops
- ü Gifted Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Rio Vista staff will encourage on-going communication with our parents through use of school agendas, phone calls home, parent/teacher conferences, family nights, PTO meetings, SET meetings, school newsletters, Rio Vista website, Parent Email project, and monthly school calendar of events.

Parents

We encourage our parents to participate as partners in their child's education. This can be by helping with homework, attending a family night event, volunteering in the classroom and by keeping an open line of communication with their teachers. In addition, we encourage our parents to become active in our school PTO. We expect our SET parents to communicate and gather input from our community.

Transportation Policy

Transportation of students is a privilege granted by the district. Bus transportation is provided for students who are residents within a school attendance area and live more than a mile from school.

School Honors

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

Award/Honor	Year
ü Westside Impact Teacher of the Year	2005
ü Pendergast Teacher of the Year	2005
ü Pride of Pendergast	2005
ü District Math Challenge 2nd Place Winners	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	88	1166	79306	99	100	99	458	435	445	7	13	10	16	20	18	54	53	51	23	14	20
All Students (Prior Year)	75	1144	75509	100	100	100	515	514	521	19	15	13	29	26	23	29	32	33	24	26	31
Female	48	590	38691	98	99	99	463	441	446	3	10	10	19	19	18	50	56	52	28	14	20
Male	40	575	40583	100	100	99	454	429	445	12	15	11	12	21	18	59	51	50	18	13	21
African American	NC	93	4041	NC	98	99	NC	414	426	NC	16	17	NC	26	23	NC	47	50	NC	11	10
Hispanic	41	706	32869	100	100	99	453	427	429	9	16	15	15	24	25	59	52	51	18	8	10
Asian/Pacific Islander	NC	22	1935	NC	100	99	NC	470	474	NC	0	3	NC	25	9	NC	38	48	NC	38	40
American Indian/Alaskan Native	NC	15	4264	NC	94	100	NC	437	419	NC	8	19	NC	31	30	NC	62	45	NC	0	6
White	32	330	36197	97	100	99	464	454	463	8	6	5	12	11	11	54	58	53	27	24	31
Students with Disabilities	11	140	10321	100	100	100	395	363	389	56	37	30	33	24	27	11	33	34	0	6	9
Students without Disabilities	77	1026	69060	99	99	98	468	445	454	0	9	7	13	20	17	61	56	54	26	15	22
Limited English Proficient Students	12	271	15509	100	100	100	431	401	406	9	18	20	27	33	30	64	45	45	0	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	34	605	39415	81	93	96	451	428	431	6	17	15	19	23	25	58	52	50	16	8	10
Non-Economically Disadvantaged	54	561	39966	100	100	100	465	444	459	8	8	6	13	17	12	51	55	52	28	20	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	1167	79395	99	0	99	459	437	446	7	10	9	19	29	25	57	53	55	17	8	11
All Students (Prior Year)	75	1143	75492	100	100	100	518	514	519	7	14	12	22	18	16	49	47	47	22	21	24
Female	48	591	38743	98	0	100	468	448	451	3	8	7	19	25	24	56	57	57	22	10	12
Male	40	575	40618	100	0	99	450	425	440	12	12	11	18	32	27	59	50	53	12	5	9
African American	NC	93	4052	NC	0	100	NC	418	434	NC	13	11	NC	29	29	NC	51	54	NC	7	6
Hispanic	41	706	32915	100	0	99	448	428	426	12	12	15	21	35	35	56	48	47	12	5	4
Asian/Pacific Islander	NC	22	1936	NC	0	99	NC	457	468	NC	6	3	NC	19	14	NC	56	63	NC	19	19
American Indian/Alaskan Native	NC	16	4271	NC	0	100	NC	442	420	NC	7	15	NC	29	42	NC	57	41	NC	7	2
White	32	330	36221	97	0	99	470	457	465	4	4	4	15	18	15	62	64	63	19	14	17
Students with Disabilities	11	140	10331	100	0	100	379	363	388	56	26	25	44	34	37	0	35	34	0	5	4
Students without Disabilities	77	1027	69139	99	0	99	471	446	454	0	8	7	15	28	24	66	56	58	20	8	11
Limited English Proficient Students	12	272	15545	100	0	100	420	398	399	18	16	21	36	41	42	45	41	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	34	606	39484	81	0	96	450	427	429	10	14	14	19	34	35	58	49	47	13	4	4
Non-Economically Disadvantaged	54	561	39986	100	0	100	467	448	461	5	5	4	18	23	16	56	59	63	21	12	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	1167	78869	99	100	99	445	428	442	6	7	6	19	26	21	64	60	63	11	7	10
All Students (Prior Year)	75	1138	75053	100	100	99	632	599	597	10	8	7	3	11	12	63	70	72	24	11	9
Female	48	594	38536	98	100	99	470	453	458	3	3	4	8	19	15	69	66	67	19	12	14
Male	40	571	40302	100	100	99	419	403	428	9	10	8	29	34	26	59	53	60	3	2	7
African American	NC	94	4015	NC	99	99	NC	414	430	NC	6	8	NC	28	24	NC	59	61	NC	7	7
Hispanic	41	706	32606	100	100	98	427	421	426	9	9	8	18	29	27	68	57	60	6	5	5
Asian/Pacific Islander	NC	22	1925	NC	100	99	NC	473	471	NC	0	3	NC	13	11	NC	63	64	NC	25	22
American Indian/Alaskan Native	NC	16	4245	NC	100	100	NC	446	423	NC	0	9	NC	14	26	NC	86	61	NC	0	4
White	32	329	36078	97	100	99	457	444	459	4	4	4	19	22	16	62	64	66	15	10	14
Students with Disabilities	11	141	10246	100	100	100	308	328	367	44	22	18	33	43	39	22	31	40	0	5	4
Students without Disabilities	77	1026	68697	99	99	98	466	442	454	0	5	4	16	24	18	70	64	67	13	7	11
Limited English Proficient Students	12	274	15339	100	100	100	404	391	399	9	11	11	27	34	31	64	54	54	0	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	34	607	39106	81	93	95	430	418	427	6	9	8	26	30	28	55	57	59	13	4	5
Non-Economically Disadvantaged	54	560	39837	100	100	100	457	440	457	5	5	4	13	21	14	72	64	67	10	10	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	1130	78906	99	100	99	487	495	498	20	15	13	20	21	19	49	48	48	11	15	20
All Students (Prior Year)	77	1134	76019	100	99	100	488	493	499	12	15	14	49	41	39	14	14	14	25	30	33
Female	39	541	38644	98	99	99	478	495	500	21	14	12	26	23	19	50	49	49	3	14	19
Male	45	589	40236	100	100	99	496	495	497	19	17	15	14	19	19	47	48	46	19	17	20
African American	NC	118	4087	NC	97	99	NC	478	481	NC	27	20	NC	26	24	NC	37	45	NC	10	11
Hispanic	44	636	31938	98	100	99	478	489	481	22	15	19	28	24	25	39	49	46	11	12	10
Asian/Pacific Islander	NC	15	1805	NC	83	98	NC	512	536	NC	8	5	NC	15	8	NC	62	45	NC	15	42
American Indian/Alaskan Native	NC	12	4593	NC	92	100	NC	491	467	NC	40	26	NC	0	29	NC	40	39	NC	20	6
White	27	349	36483	100	99	99	501	510	517	13	11	7	4	15	13	71	51	51	13	23	30
Students with Disabilities	NC	131	10664	NC	100	100	NC	439	430	NC	56	42	NC	22	27	NC	22	26	NC	0	5
Students without Disabilities	77	999	68310	97	99	98	494	502	509	14	10	9	20	21	18	53	52	51	13	17	22
Limited English Proficient Students	NC	210	12573	NC	100	100	NC	476	454	NC	21	27	NC	30	30	NC	42	38	NC	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	38	570	38679	95	93	96	471	484	483	23	18	20	29	25	25	43	44	45	6	12	10
Non-Economically Disadvantaged	46	560	40295	100	100	100	504	507	513	17	12	7	11	16	13	54	53	50	17	19	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	1127	78908	99	0	99	490	479	484	6	12	10	26	26	23	61	57	58	7	5	9
All Students (Prior Year)	77	1135	76020	100	99	100	496	498	503	30	30	25	19	24	23	49	39	40	2	7	12
Female	39	540	38648	98	0	99	486	483	489	9	10	8	29	25	22	53	58	61	9	7	10
Male	45	587	40233	100	0	99	494	477	479	3	13	12	22	27	25	69	56	55	6	4	8
African American	NC	118	4092	NC	0	99	NC	469	473	NC	19	12	NC	29	28	NC	48	54	NC	4	5
Hispanic	44	633	31940	98	0	99	481	472	465	6	13	16	33	30	32	58	54	49	3	3	3
Asian/Pacific Islander	NC	15	1805	NC	0	98	NC	484	507	NC	8	4	NC	23	13	NC	62	65	NC	8	18
American Indian/Alaskan Native	NC	12	4569	NC	0	100	NC	475	457	NC	10	18	NC	30	39	NC	50	41	NC	10	2
White	27	349	36502	100	0	99	510	496	502	4	8	4	8	18	14	71	65	67	17	9	15
Students with Disabilities	NC	130	10665	NC	0	100	NC	434	423	NC	44	30	NC	32	36	NC	23	31	NC	1	2
Students without Disabilities	77	997	68312	97	0	98	493	485	493	5	7	7	23	25	21	64	62	62	8	6	10
Limited English Proficient Students	NC	210	12556	NC	0	100	NC	456	436	NC	19	24	NC	40	40	NC	40	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	38	569	38662	95	0	96	475	468	468	9	15	16	34	31	32	54	51	49	3	3	3
Non-Economically Disadvantaged	46	558	40315	100	0	100	505	493	498	3	7	5	17	20	15	69	65	66	11	8	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	1131	78750	99	100	99	507	493	500	3	5	6	29	36	29	67	58	63	1	1	2
All Students (Prior Year)	77	1132	75673	100	99	100	562	525	530	4	11	12	23	28	25	61	58	58	12	3	4
Female	39	540	38586	98	99	99	513	509	515	3	3	4	26	29	22	68	67	71	3	1	3
Male	45	591	40135	100	100	99	501	478	486	3	7	8	31	42	35	67	50	56	0	1	1
African American	NC	119	4081	NC	98	99	NC	487	488	NC	10	8	NC	33	32	NC	56	59	NC	1	2
Hispanic	44	637	31841	98	100	99	507	489	483	0	5	8	36	39	36	61	55	55	3	1	1
Asian/Pacific Islander	NC	15	1802	NC	83	98	NC	505	533	NC	0	2	NC	38	16	NC	54	75	NC	8	7
American Indian/Alaskan Native	NC	12	4586	NC	92	100	NC	446	481	NC	30	8	NC	20	37	NC	50	54	NC	0	1
White	27	348	36440	100	99	99	513	502	516	4	4	3	17	31	22	79	64	71	0	1	4
Students with Disabilities	NC	131	10622	NC	100	100	NC	402	415	NC	32	21	NC	54	50	NC	14	28	NC	0	1
Students without Disabilities	77	1000	68196	97	100	98	511	505	513	3	2	3	25	33	25	70	64	69	2	1	3
Limited English Proficient Students	NC	209	12504	NC	100	100	NC	472	451	NC	7	12	NC	48	44	NC	45	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	38	569	38558	95	93	96	494	485	485	6	6	8	23	40	37	71	53	54	0	0	1
Non-Economically Disadvantaged	46	562	40260	100	100	100	519	503	514	0	4	3	34	30	21	63	63	72	3	2	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	1175	78250	100	99	99	581	545	548	9	20	21	10	21	18	59	49	48	22	10	13
All Students (Prior Year)	69	1123	75001	97	99	99	478	462	468	19	39	37	51	39	36	18	15	16	12	7	10
Female	42	555	38071	100	99	99	588	549	549	0	17	20	11	23	19	69	50	49	20	10	12
Male	40	619	40126	100	99	99	573	541	547	18	22	23	9	20	17	50	48	46	24	10	14
African American	12	131	4058	100	97	99	576	524	523	0	22	32	20	25	22	60	48	41	20	5	5
Hispanic	39	641	29129	100	100	99	580	535	527	11	23	32	6	25	23	63	46	40	20	5	6
Asian/Pacific Islander	NC	26	1747	NC	100	100	NC	598	589	NC	14	9	NC	5	9	NC	50	50	NC	32	32
American Indian/Alaskan Native	NC	19	4996	NC	95	100	NC	544	518	NC	29	36	NC	18	25	NC	41	36	NC	12	4
White	24	358	38320	100	98	99	583	565	568	5	12	12	16	15	14	58	54	55	21	20	19
Students with Disabilities	NC	104	9329	NC	100	100	NC	424	454	NC	68	64	NC	18	18	NC	14	16	NC	1	2
Students without Disabilities	76	1071	68996	99	98	99	584	555	561	6	15	16	9	22	18	62	52	52	23	11	14
Limited English Proficient Students	12	167	10133	100	100	100	582	497	488	10	37	45	0	25	25	70	35	28	20	3	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	32	517	33388	97	89	94	571	534	530	13	27	32	10	24	22	57	44	40	20	5	5
Non-Economically Disadvantaged	50	658	44937	100	100	100	588	554	561	5	13	13	10	19	15	62	53	54	23	15	18

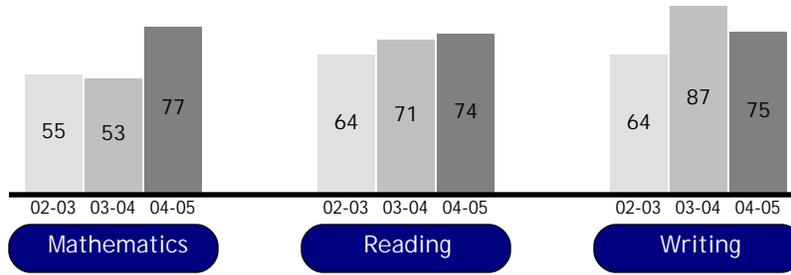
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	1180	78302	100	0	99	531	509	512	3	9	11	13	25	25	75	60	57	9	5	7
All Students (Prior Year)	69	1119	74918	97	98	99	488	493	497	37	33	32	19	22	19	39	36	35	5	10	15
Female	42	556	38082	100	0	99	536	517	518	0	6	8	3	23	24	89	65	61	9	6	7
Male	40	623	40166	100	0	99	526	502	507	6	12	14	24	28	26	62	55	54	9	5	6
African American	12	132	4064	100	0	100	523	494	498	0	11	14	10	23	29	90	64	54	0	2	3
Hispanic	39	644	29152	100	0	99	525	500	492	6	11	17	9	31	34	77	55	46	9	3	2
Asian/Pacific Islander	NC	26	1746	NC	0	100	NC	544	542	NC	5	5	NC	9	13	NC	68	66	NC	18	16
American Indian/Alaskan Native	NC	19	4993	NC	0	100	NC	493	484	NC	24	19	NC	24	38	NC	53	42	NC	0	1
White	24	359	38347	100	0	99	543	527	531	0	6	5	21	18	17	68	66	68	11	10	10
Students with Disabilities	NC	107	9353	NC	0	100	NC	402	429	NC	39	40	NC	43	38	NC	16	22	NC	2	1
Students without Disabilities	76	1073	69024	99	0	99	533	518	524	3	7	7	11	24	23	77	64	62	9	6	7
Limited English Proficient Students	12	168	10140	100	0	100	516	458	451	0	22	28	10	39	43	90	38	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	32	518	33398	97	0	94	523	497	495	3	13	18	17	34	35	73	51	46	7	2	2
Non-Economically Disadvantaged	50	662	44979	100	0	100	538	519	525	3	6	6	10	18	18	77	68	66	10	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	82	1183	78094	100	100	99	572	547	545	0	2	3	10	18	18	90	79	77	0	1	2
All Students (Prior Year)	69	1113	74503	97	98	99	499	494	491	11	6	9	23	32	32	60	56	51	7	5	8
Female	42	556	38025	100	100	99	580	560	558	0	1	2	3	12	13	97	84	82	0	2	2
Male	40	626	40013	100	100	99	563	536	534	0	2	5	18	22	23	82	75	71	0	1	1
African American	12	131	4037	100	97	99	562	535	532	0	2	4	0	18	22	100	79	73	0	1	1
Hispanic	39	644	29068	100	100	99	573	541	523	0	2	5	11	20	27	89	77	67	0	0	1
Asian/Pacific Islander	NC	26	1743	NC	100	100	NC	562	577	NC	5	2	NC	9	9	NC	82	82	NC	5	8
American Indian/Alaskan Native	NC	20	4981	NC	100	100	NC	540	526	NC	6	4	NC	18	25	NC	71	70	NC	6	0
White	24	362	38265	100	99	99	575	562	564	0	1	2	16	13	11	84	83	84	0	2	3
Students with Disabilities	NC	108	9275	NC	100	100	NC	426	444	NC	12	14	NC	49	46	NC	37	39	NC	1	1
Students without Disabilities	76	1075	68892	99	98	98	574	558	559	0	1	2	9	15	14	91	83	82	0	1	2
Limited English Proficient Students	12	167	10084	100	100	100	547	491	474	0	5	10	20	35	39	80	59	50	0	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	32	522	33296	97	90	94	560	539	527	0	2	5	13	23	27	87	74	67	0	1	0
Non-Economically Disadvantaged	50	661	44871	100	100	100	581	554	559	0	2	2	8	13	12	92	84	84	0	1	3

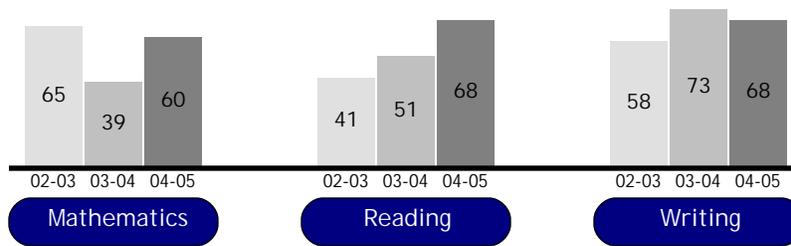
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

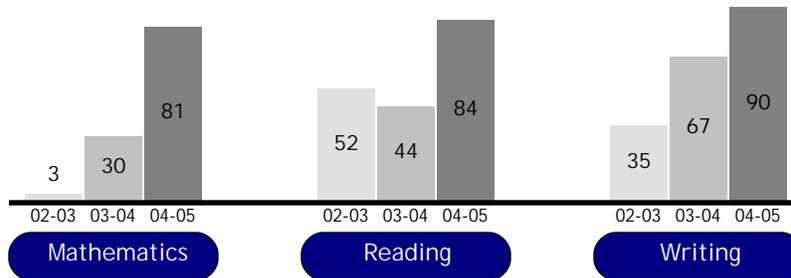
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	41	45	50	96	53	NA	58	99	41	42	47
	Language	100	30	34	43	99	41	37	50	99	37	40	47
	Mathematics	100	43	50	57	99	49	54	64	99	53	47	50
3	Reading	94	35	39	47	96	50	NA	55	99	48	41	44
	Language	100	52	49	54	100	44	58	61	99	55	42	44
	Mathematics	100	41	46	54	100	49	55	61	99	53	47	51
4	Reading	100	49	46	52	100	52	NA	56	99	46	46	48
	Language	100	52	45	48	100	46	47	52	99	48	46	49
	Mathematics	100	55	51	57	100	56	56	61	99	49	49	53
5	Reading	94	39	42	50	100	47	NA	55	99	50	45	50
	Language	100	45	41	46	100	54	44	49	99	53	47	50
	Mathematics	100	52	49	57	100	61	57	63	99	42	45	49
6	Reading	98	50	47	53	100	45	NA	56	99	51	48	51
	Language	97	40	39	45	100	39	42	48	99	48	44	47
	Mathematics	100	50	55	62	100	60	60	66	100	48	49	52
7	Reading	100	49	47	51	100	52	NA	54	100	51	47	50
	Language	98	48	55	54	100	57	53	58	100	55	50	52
	Mathematics	98	53	53	58	100	58	53	62	99	56	48	50
8	Reading	95	52	49	53	100	44	NA	55	100	59	50	51
	Language	98	44	47	49	100	38	51	52	100	58	49	50
	Mathematics	100	56	51	58	100	62	56	61	100	61	50	53

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Student Achievement
- Ü Parental Involvement
- Ü Student Safety
- Ü Community Involvement
- Ü Curriculum Overview
- Ü Testing Data/301 Strategic Plan Review

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.20	Teacher	34.00
Other Professional Staff	6.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	0	0	0
4 to 6 years	8	3	0	0
7 to 9 years	4	1	0	0
10 or more years	5	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer and Science Labs
- Ü Band/Choir/Art/PE Rooms
- Ü Media Center
- Ü Broadcasting Studio and Stage

Extracurricular Activities

- Ü Yearbook
- Ü National Junior Honor Society
- Ü Homework Club/Tutoring
- Ü Caring Kids Club
- Ü Band 5-8 and Choir 4-8
- Ü Guitar/Strings 5-8
- Ü Art Club
- Ü Student Council K-8

Social Services

- Ü On-Site Counselor and Psychologist
- Ü Health Center with Registered Nurse
- Ü Cummings Center Before/After School Care
- Ü Dental Program through Health Center
- Ü Caulderwood Alternative District School

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Rio Vista's 2004-2005 AIM scores showed huge improvements in reading, math, and writing over 2003-2004 scores. All grade levels scored above both the district and state averages in reading.
- ü Rio Vista students met our school wide goal of increased reading comprehension. At least 80 percent of the students made one year's growth or more.
- ü PARENTS ARE HAPPY WITH RIO VISTA TEACHERS! Teachers scored over 90 percent in all areas of parental approval on the district parent satisfaction survey given in the spring.
- ü Rio Vista came in second place at the Pendergast District Math Challenge in several grade levels.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	14	12	12	17
Transfers In Rate ⁶	43	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	2	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

School gates are locked during the day. All visitors must come through the office to obtain a visitor's pass showing proper ID. In the classrooms all students and teachers build community using the school citizenship agreements. We have a full time counselor who provides lessons to the students on safety and making good choices. Our school effectiveness team is in charge of updating the school-wide safety plan that we practice annually.

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) :

3

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	LeeAnn Aguilar Lawlor or Tracy Yslas	(623) 772-2670
Transportation Policy	Dean Humphrey	(623) 772-2275
Community Resources	Ann Marie Corson	(623) 772-2670
School Nutrition Programs	David Carochi	(623) 772-2270
Parent Organization	Laura Jack	(623) 772-2670
Student Health/Nurse	Karen Tadlock	(623) 772-2670

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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