Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

Terramar Elementary

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7000 W. Happy Valley Rd., Peoria, AZ 85383

Deer Valley Unified District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2003-04	N/A
2002-03	Not Evaluated
2001-02	N/A

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	N/A
2002-03	Not Evaluated
2001-02	N/A

School Improvement Status (b)

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

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

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.

School Overview

Principal/Administrator :	Mrs. Elyse G. Minzner
Schedule :	7:30 AM to 4:30 PM
Grades :	K-8
2004 Enrollment :	696
Web Address :	terramar.duvsd.org
Phone Number :	(623) 445-7600
Fax Number :	(623) 445-7680
E-mail :	eminzer@te.dvusd.org

Mission

Our mission is to guarantee all students a quality education through a commitment to excellence. We will provide a safe and nurturing learning environment in order to promote growth for all students who enter our doors. Students, staff, parents and community will collaborate to establish a solid foundation of lifelong learning to ensure tomorrow's successes.

School / Academic Goals

- Terramar's portrait of a graduate is a student who is an effective communicator, leader, good citizen, academically prepared, productive and a continuous learner.
- Terramar School will be committed to providing the highest quality education possible by focusing on high expectations and student achievement.

Enrollment

October 1, 2003 School Year Student Enrollment : 648

Accepting New Students in 2004-05 Under Open Enrollment Law :[2] No

Number of Students Attending Under Open Enrollment in 2003-04 : 0

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- ELL Program
- SAGE (Gifted Education)
- Special Education (Resource)
- Reading/Math Specialists

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/19/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Terramar envisions a school where teaching/learning are valued as the most important part of our mission; where students are excited about learning and where excellence is the hallmark of our programs and our measure of accountability.

Parents

As a Terramar School parent, it is your responsibility to communicate concerns to the teacher, support the school and its expectations for behavior and send your child to school ready to learn.

Transportation Policy

Students in 1st-8th grade living in the Terramar community will be transported to/from school if they reside 1 mile or more away from the school. Kindergarteners will be transported to/from school if they reside at least 1/2 mile from the school.

School Honors

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

Award/Honor	Year
Wells Fargo Grant Recipient	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [3]

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	79	2528	75509	100	99	100	528	532	521	7	7	13	17	19	23	49	38	33	26	36	31
All Students (Prior Year)	--	2543	75372	--	100	100	--	538	523	--	2	9	--	19	25	--	40	36	--	39	30
Female	31	1212	37013	97	99	100	530	530	522	11	7	12	19	19	24	33	39	33	37	35	31
Male	44	1311	38430	94	99	99	527	533	521	5	7	14	18	18	22	58	37	33	20	37	31
African American	NC	92	3660	NC	100	99	NC	515	496	NC	13	24	NC	28	31	NC	31	28	NC	28	18
Hispanic	NC	360	30486	NC	98	99	NC	519	505	NC	10	18	NC	23	29	NC	39	32	NC	28	21
Asian/Pacific Islander	NC	90	1780	NC	97	98	NC	542	549	NC	3	5	NC	14	13	NC	44	33	NC	39	50
American Indian/Alaskan Native	--	19	4075	--	86	100	--	509	486	--	19	28	--	31	34	--	25	26	--	25	12
White	58	1956	35192	98	99	99	531	534	534	6	6	8	17	18	19	47	38	35	30	38	39
Students with Disabilities	10	347	9708	100	100	100	451	499	489	33	24	32	67	26	27	0	29	24	0	21	17
Students without Disabilities	69	2181	65801	100	99	98	532	535	525	6	5	11	15	18	23	52	39	34	27	38	33
Limited English Proficient Students	NC	133	16928	NC	80	100	NC	485	485	NC	31	29	NC	31	33	NC	23	26	NC	15	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	604	36411				NC	513	503	NC	16	19	NC	25	29	NC	32	32	NC	27	20
Non-Economically Disadvantaged	73	1924	39040				528	537	534	6	5	8	18	17	19	49	40	34	26	39	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2538	75492	100	100	100	525	528	519	4	7	12	9	12	16	63	52	47	24	30	24
All Students (Prior Year)	--	2540	75221	--	100	100	--	532	523	--	2	8	--	11	16	--	60	56	--	27	21
Female	32	1215	37014	100	99	100	528	531	523	4	6	10	11	10	15	54	52	48	32	33	27
Male	47	1317	38400	100	99	99	522	525	516	5	8	14	8	13	17	70	53	47	18	27	21
African American	NC	91	3665	NC	100	99	NC	519	505	NC	11	20	NC	18	22	NC	45	43	NC	27	14
Hispanic	NC	363	30438	NC	99	99	NC	520	508	NC	11	17	NC	14	21	NC	53	47	NC	22	15
Asian/Pacific Islander	NC	90	1773	NC	97	98	NC	532	534	NC	1	4	NC	11	10	NC	65	50	NC	23	36
American Indian/Alaskan Native	--	19	4081	--	86	100	--	516	498	--	19	25	--	13	26	--	44	40	--	25	8
White	59	1956	35177	100	99	99	526	529	528	4	6	8	9	11	13	59	52	49	28	31	31
Students with Disabilities	10	347	9707	100	100	100	484	502	495	33	25	33	33	25	21	33	36	33	0	14	13
Students without Disabilities	69	2191	65785	100	99	98	526	530	522	3	5	10	8	11	16	65	53	49	25	31	26
Limited English Proficient Students	NC	133	16905	NC	80	100	NC	484	489	NC	23	34	NC	46	28	NC	31	32	NC	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	606	36302				NC	515	507	NC	15	18	NC	17	21	NC	48	46	NC	20	14
Non-Economically Disadvantaged	72	1932	39164				524	531	528	5	4	8	9	10	13	63	53	48	23	32	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2525	75053	100	99	99	653	625	597	3	4	7	4	8	12	74	76	72	19	12	9
All Students (Prior Year)	--	2511	73654	--	99	99	--	542	530	--	3	9	--	7	13	--	79	70	--	11	7
Female	32	1212	36872	100	99	99	683	651	621	0	3	5	4	6	9	71	75	74	25	16	12
Male	47	1310	38109	100	99	99	632	600	573	5	6	10	5	9	14	75	76	69	15	8	6
African American	NC	91	3636	NC	100	99	NC	634	568	NC	6	12	NC	8	16	NC	71	67	NC	15	6
Hispanic	NC	362	30235	NC	99	98	NC	609	575	NC	4	9	NC	9	14	NC	79	70	NC	8	6
Asian/Pacific Islander	NC	89	1768	NC	96	98	NC	663	651	NC	0	3	NC	1	5	NC	79	72	NC	20	19
American Indian/Alaskan Native	--	19	4044	--	86	99	--	584	550	--	13	13	--	13	17	--	69	66	--	6	4
White	59	1948	35028	100	99	99	641	626	613	4	5	6	4	8	10	76	75	73	17	12	11
Students with Disabilities	10	343	9625	100	100	100	515	551	530	0	12	21	33	21	21	67	63	55	0	4	4
Students without Disabilities	69	2182	65428	100	99	98	659	631	604	3	4	6	3	6	11	74	77	73	20	13	10
Limited English Proficient Students	NC	132	16765	NC	79	100	NC	546	525	NC	8	17	NC	0	20	NC	92	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	601	36077				NC	590	566	NC	8	10	NC	13	16	NC	70	69	NC	8	5
Non-Economically Disadvantaged	72	1924	38950				649	634	618	3	4	5	5	6	9	74	77	73	18	13	12

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

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [3]

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	86	2572	76019	100	100	100	526	517	499	5	5	14	21	33	39	15	18	14	59	44	33
All Students (Prior Year)	--	2489	76230	--	100	100	--	516	498	--	4	12	--	32	38	--	14	12	--	50	37
Female	47	1284	37207	98	100	100	535	515	499	2	5	12	18	36	41	14	18	14	66	41	33
Male	38	1284	38677	100	100	100	516	519	498	8	5	15	22	30	38	17	18	13	53	47	34
African American	NC	73	3817	NC	97	100	NC	494	475	NC	10	23	NC	41	47	NC	25	11	NC	24	18
Hispanic	NC	299	29458	NC	100	100	NC	502	480	NC	10	20	NC	40	48	NC	23	12	NC	28	20
Asian/Pacific Islander	NC	79	1673	NC	99	99	NC	547	531	NC	1	4	NC	19	29	NC	15	14	NC	65	53
American Indian/Alaskan Native	--	27	4735	--	100	100	--	504	466	--	13	28	--	29	49	--	13	10	--	46	13
White	70	2080	35880	97	99	100	528	518	515	6	4	7	15	33	32	16	17	16	63	46	45
Students with Disabilities	NC	338	9786	NC	100	100	NC	482	457	NC	19	39	NC	43	40	NC	13	7	NC	25	13
Students without Disabilities	79	2234	66233	98	99	99	530	519	503	4	4	11	20	33	39	14	18	14	62	46	35
Limited English Proficient Students	NC	99	15206	NC	79	100	NC	476	459	NC	25	31	NC	42	53	NC	25	7	NC	8	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	NC	532	35714				NC	495	480	NC	10	20	NC	45	47	NC	20	12	NC	26	20
Non-Economically Disadvantaged	82	2040	40266				531	522	513	1	4	9	22	31	33	15	17	15	62	48	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	86	2572	76020	100	100	100	506	510	503	10	14	25	20	21	23	59	50	40	11	15	12
All Students (Prior Year)	--	2490	76202	--	100	100	--	510	505	--	10	19	--	21	24	--	57	46	--	12	11
Female	47	1284	37213	98	100	100	509	510	504	5	12	22	16	22	23	64	52	42	16	15	13
Male	38	1284	38666	100	100	100	501	510	501	17	17	29	25	19	22	53	49	38	6	15	12
African American	NC	74	3819	NC	99	100	NC	500	494	NC	24	37	NC	28	26	NC	41	31	NC	7	6
Hispanic	NC	298	29442	NC	100	99	NC	500	494	NC	19	37	NC	26	26	NC	48	31	NC	7	6
Asian/Pacific Islander	NC	79	1672	NC	99	99	NC	516	513	NC	6	12	NC	12	19	NC	54	49	NC	28	20
American Indian/Alaskan Native	--	27	4735	--	100	100	--	510	489	--	22	48	--	9	25	--	65	24	--	4	3
White	70	2081	35890	97	100	100	505	511	511	12	14	15	21	20	20	57	51	48	10	16	18
Students with Disabilities	NC	339	9784	NC	100	100	NC	492	485	NC	43	58	NC	19	19	NC	33	19	NC	6	4
Students without Disabilities	79	2233	66236	98	99	99	507	511	504	7	12	23	20	21	23	62	52	42	12	15	13
Limited English Proficient Students	NC	99	15198	NC	79	100	NC	489	483	NC	58	59	NC	0	25	NC	42	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	NC	533	35703				NC	499	494	NC	25	37	NC	26	26	NC	42	31	NC	7	6
Non-Economically Disadvantaged	82	2039	40274				507	512	509	8	12	17	19	19	20	62	52	47	12	16	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	86	2565	75673	100	100	100	554	553	530	6	7	12	16	20	25	74	66	58	4	6	4
All Students (Prior Year)	--	2460	74692	--	100	99	--	518	502	--	8	18	--	23	27	--	59	47	--	10	8
Female	47	1281	37099	98	100	100	588	570	548	0	5	8	5	15	22	89	71	64	7	8	6
Male	38	1280	38441	100	100	99	514	536	513	14	10	16	31	25	29	56	60	52	0	4	3
African American	NC	74	3791	NC	99	99	NC	509	506	NC	15	18	NC	32	29	NC	50	50	NC	3	3
Hispanic	NC	298	29305	NC	100	99	NC	537	507	NC	8	16	NC	27	31	NC	61	51	NC	5	2
Asian/Pacific Islander	NC	79	1665	NC	99	99	NC	597	573	NC	6	6	NC	12	16	NC	65	67	NC	18	10
American Indian/Alaskan Native	--	27	4707	--	100	100	--	535	492	--	4	19	--	21	33	--	75	46	--	0	1
White	70	2074	35760	97	99	99	550	556	550	6	7	9	15	19	21	78	67	64	1	6	6
Students with Disabilities	NC	339	9706	NC	100	100	NC	488	462	NC	26	36	NC	31	32	NC	40	31	NC	2	1
Students without Disabilities	79	2226	65967	98	98	99	561	558	536	4	6	10	17	19	25	75	68	60	4	7	5
Limited English Proficient Students	NC	98	15115	NC	78	100	NC	420	471	NC	50	26	NC	17	38	NC	33	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	NC	532	35541				NC	519	504	NC	14	17	NC	26	31	NC	57	50	NC	4	2
Non-Economically Disadvantaged	82	2033	40091				557	561	550	5	6	9	17	19	21	74	68	64	4	7	6

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

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [3]

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	--	2538	75001	--	100	99	--	482	468	--	24	37	--	43	36	--	19	16	--	14	10
All Students (Prior Year)	--	2430	71167	--	100	99	--	476	463	--	24	38	--	49	41	--	19	14	--	8	7
Female	--	1205	36846	--	99	99	--	482	468	--	23	36	--	44	38	--	20	16	--	13	10
Male	--	1328	37974	--	100	99	--	483	467	--	24	39	--	42	34	--	18	16	--	16	11
African American	--	73	3720	--	97	98	--	467	446	--	35	53	--	40	33	--	19	9	--	5	4
Hispanic	--	282	26675	--	99	98	--	468	448	--	33	52	--	47	34	--	13	10	--	8	4
Asian/Pacific Islander	--	75	1575	--	95	99	--	500	504	--	17	18	--	36	33	--	21	20	--	26	29
American Indian/Alaskan Native	--	28	4731	--	100	98	--	455	438	--	33	61	--	54	30	--	8	7	--	4	2
White	--	2074	37785	--	100	99	--	484	482	--	22	25	--	43	39	--	19	21	--	15	15
Students with Disabilities	--	332	8802	--	100	100	--	430	418	--	67	79	--	29	16	--	3	3	--	1	1
Students without Disabilities	--	2206	66199	--	99	99	--	486	472	--	21	34	--	44	38	--	20	17	--	15	11
Limited English Proficient Students	--	69	11710	--	81	100	--	436	429	--	61	70	--	39	25	--	0	4	--	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	--	464	29814				--	466	448	--	34	53	--	45	33	--	15	10	--	7	4
Non-Economically Disadvantaged	--	2074	45170				--	485	479	--	22	28	--	43	38	--	19	20	--	16	14

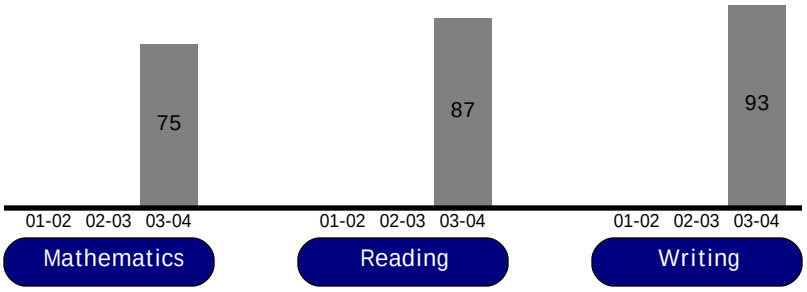
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	2537	74918	--	100	99	--	509	497	--	21	32	--	20	19	--	40	35	--	19	15
All Students (Prior Year)	--	2423	71100	--	99	99	--	514	502	--	14	25	--	18	21	--	49	40	--	19	15
Female	--	1205	36805	--	99	99	--	512	501	--	17	28	--	20	19	--	44	37	--	20	16
Male	--	1327	37936	--	100	99	--	506	493	--	25	35	--	20	18	--	38	33	--	18	14
African American	--	73	3719	--	97	98	--	501	481	--	29	43	--	16	21	--	43	29	--	13	7
Hispanic	--	282	26645	--	99	98	--	496	478	--	29	46	--	26	20	--	35	27	--	10	6
Asian/Pacific Islander	--	75	1571	--	95	99	--	518	521	--	9	18	--	26	15	--	41	38	--	24	30
American Indian/Alaskan Native	--	27	4729	--	100	98	--	481	468	--	48	57	--	22	19	--	22	19	--	9	4
White	--	2074	37773	--	100	99	--	511	511	--	20	20	--	19	18	--	41	41	--	20	21
Students with Disabilities	--	333	8801	--	100	100	--	460	448	--	64	75	--	23	13	--	10	10	--	3	2
Students without Disabilities	--	2204	66117	--	99	99	--	512	501	--	18	28	--	20	19	--	43	37	--	20	16
Limited English Proficient Students	--	69	11706	--	81	100	--	455	454	--	76	71	--	24	16	--	0	12	--	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	--	465	29785				--	493	477	--	30	47	--	26	20	--	33	26	--	11	6
Non-Economically Disadvantaged	--	2072	45115				--	512	508	--	19	23	--	19	18	--	42	39	--	20	20

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	--	2525	74503	--	99	99	--	515	491	--	3	9	--	29	32	--	56	51	--	11	8
All Students (Prior Year)	--	2388	69001	--	98	96	--	499	490	--	9	17	--	36	37	--	54	45	--	1	1
Female	--	1202	36686	--	99	99	--	532	506	--	2	5	--	22	29	--	62	57	--	14	9
Male	--	1318	37644	--	99	98	--	499	476	--	5	13	--	36	36	--	51	45	--	8	6
African American	--	73	3677	--	97	97	--	513	475	--	2	12	--	35	36	--	54	46	--	10	5
Hispanic	--	281	26500	--	99	97	--	498	467	--	3	13	--	41	39	--	48	44	--	8	4
Asian/Pacific Islander	--	75	1566	--	95	99	--	535	537	--	2	5	--	24	23	--	59	55	--	15	18
American Indian/Alaskan Native	--	28	4695	--	100	97	--	475	464	--	13	14	--	33	39	--	46	44	--	8	3
White	--	2062	37606	--	99	99	--	517	508	--	3	6	--	28	28	--	57	56	--	11	10
Students with Disabilities	--	327	8662	--	100	100	--	447	409	--	18	37	--	48	42	--	31	20	--	3	1
Students without Disabilities	--	2198	65841	--	99	98	--	519	499	--	3	7	--	28	32	--	58	53	--	12	8
Limited English Proficient Students	--	69	11608	--	81	100	--	423	430	--	18	23	--	65	47	--	18	28	--	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	--	461	29587				--	502	465	--	6	14	--	37	40	--	47	43	--	11	4
Non-Economically Disadvantaged	--	2064	44898				--	517	507	--	3	7	--	28	28	--	58	55	--	11	10

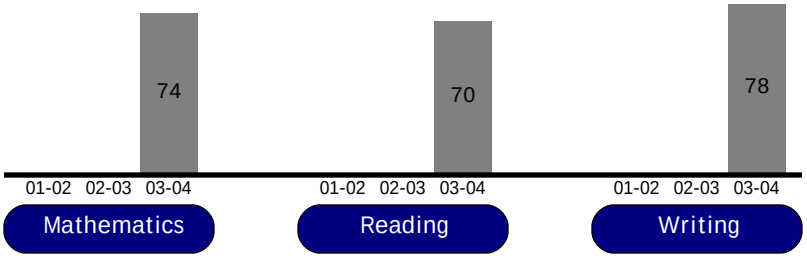
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

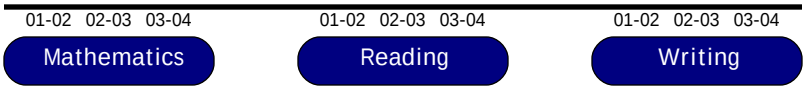
3rd Grade Proficiency



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 2003-04

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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

Stanford 9 Percentile Rank Scores

		2001-2002				2002-2003				2003-2004			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	54	44	--	--	63	50	97	63	NA	58
	Language	--	--	54	39	--	--	58	43	95	70	61	50
	Mathematics	--	--	60	52	--	--	70	57	97	79	72	64
3	Reading	--	--	53	43	--	--	61	47	100	60	NA	55
	Language	--	--	61	50	--	--	67	54	100	72	70	61
	Mathematics	--	--	61	50	--	--	66	54	100	58	69	61
4	Reading	--	--	57	47	--	--	66	52	100	64	NA	56
	Language	--	--	54	45	--	--	61	48	100	62	63	52
	Mathematics	--	--	64	52	--	--	73	57	100	72	74	61
5	Reading	--	--	57	46	--	--	62	50	99	63	NA	55
	Language	--	--	52	43	--	--	57	46	99	61	60	49
	Mathematics	--	--	68	54	--	--	73	57	99	74	75	63
6	Reading	--	--	57	49	--	--	66	53	99	72	NA	56
	Language	--	--	52	42	--	--	60	45	100	67	60	48
	Mathematics	--	--	68	58	--	--	79	62	100	86	79	66
7	Reading	--	--	60	48	--	--	62	51	99	63	NA	54
	Language	--	--	65	51	--	--	66	54	100	73	69	58
	Mathematics	--	--	66	54	--	--	71	58	100	81	76	62
8	Reading	--	--	58	49	--	--	64	53	--	--	NA	55
	Language	--	--	58	46	--	--	63	49	--	--	61	52
	Mathematics	--	--	62	54	--	--	72	58	--	--	70	61

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	Council Duties
1 School Administrator(s)	ü Reading
1 Non-certified Employee(s)	ü Writing
3 Teacher(s)	ü Math
3 Parent(s)	ü Parent/Community Involvement
0 Community Member(s)	ü District/School Image
0 Student(s)	ü Alternatives, Options, Choices

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	2.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	28
Core academic classes taught by Highly Qualified (NCLB) teachers.	66
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü Media Center
- ü Computer Lab (PC)
- ü Multipurpose Room/Gym

Extracurricular Activities

- ü Before/After School Care
- ü Competitive Sports 6th/7th/8th
- ü Spirit Line
- ü Band Program
- ü Year Book Club
- ü Technology Club
- ü NJHS
- ü Student Government

Social Services

- ü Psychologist
- ü Counselor
- ü Speech/Language
- ü Occupational Therapist
- ü Physical Therapist

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- Terramar successfully implemented a schoolwide reading assessment program that targeted reading comprehension, fluency, vocabulary development, higher level questioning, explicit instruction in phonemic awareness and phonics for the primary grades.
- Terramar has identified and aligned staff development inservice opportunities to support instruction.
- Terramar has created parent workshops for identified areas of parent interest: reading and bullying.

Student Activity Rates for School Year 2003-04

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

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	47	34
Grades 3-4	69	75
Grades 4-5	69	69
Grades 5-6	85	94
Grades 6-7	56	81
Grades 7-8	--	--

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

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

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

School Safety

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

Terramar has established an Emergency Preparedness Plan. The purpose of this plan is to provide procedures for dealing with emergencies; and to assign responsibilities to staff members in order to meet need areas in cases of crisis.

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	Elyse Minzer	(623) 445-7604
Transportation Policy	Transportation Department	(602) 467-5090
Community Resources		
School Nutrition Programs	Geoff Habgood	(623) 445-4984
Parent Organization	Robbin Demoro	(623) 445-7683
Student Health/Nurse	Cindy Cupero	(623) 445-7610

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.

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

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

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

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

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

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

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

Footnotes

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

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

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

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

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

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

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

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

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

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

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

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

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

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