

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4925 E Ingram, Mesa, AZ 85205

Mesa Unified District

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

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

#### Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Highly Performing
2002-03	Highly Performing

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

### 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 Overview

Principal/Administrator : Mr. Brian Corte  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-6  
 2005 Enrollment : 686  
 Web Address : www.mpsaz.org/bush  
 Phone Number : (480) 472-8500  
 Fax Number : (480) 472-8545  
 E-mail : bjcorte@mpsaz.org

### Mission

Educators at Barbara Bush Elementary School have developed a comprehensive academic program to help students become lifelong learners in an informational and multicultural society. Students participate in a supportive and encouraging environment. Barbara Bush is a technology school that utilizes technology to support the curriculum.

### School / Academic Goals

- ü At least eighty percent of our students will score at or above district, state and national averages on reading, math and language skills.
- ü All students will participate in daily silent and oral reading activities to promote reading achievement and to learn to read for enjoyment.
- ü All students will develop the skills necessary to utilize technology to enhance their education.

### Enrollment

October 1, 2004 School Year Student Enrollment : 696  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 168

Instructional Programs

- Ü Gifted Programs
- Ü School Publishing Company
- Ü Special Education Programs
- Ü Technology-based Learning

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

The staff at Barbara Bush Elementary School is committed to providing a safe learning environment that promotes academic success in all curriculum areas and positive self-esteem for all our students. Our goal is to provide a quality experience that prepares each child for success at the junior high level.

Parents

The parent community is a valued resource that plays an integral part in the educational offering provided at Barbara Bush. Parents are expected to form a partnership with the school and support the academic growth of their child. Parental assistance with student homework and school projects and participation in school events will help to promote student achievement.

Transportation Policy

Students who reside at least one and one-half miles from the school are provided with bus service to Barbara Bush Elementary School in accordance with district policy. Open enrollment students must provide thier own transportation.

School Honors

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

Award/Honor	Year
Ü A+ Recognition Award	2005
Ü Mesa Parade Trophy Winner	1997
Ü Special Education Award	2003
Ü MPS District Technology Award	1998

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	113	5983	79306	100	99	99	466	454	445	2	6	10	9	15	18	49	53	51	41	26	20
All Students (Prior Year)	100	5651	75509	96	98	100	545	532	521	5	9	13	15	19	23	31	33	33	49	39	31
Female	50	2922	38691	100	99	99	473	454	446	0	5	10	9	16	18	54	53	52	37	25	20
Male	63	3060	40583	100	99	99	461	455	445	4	7	11	9	14	18	44	52	50	44	27	21
African American	NC	269	4041	NC	100	99	NC	429	426	NC	12	17	NC	19	23	NC	57	50	NC	12	10
Hispanic	20	2187	32869	100	100	99	452	437	429	6	9	15	19	21	25	44	58	51	31	12	10
Asian/Pacific Islander	NC	150	1935	NC	99	99	NC	468	474	NC	5	3	NC	9	9	NC	48	48	NC	37	40
American Indian/Alaskan Native	NC	221	4264	NC	98	100	NC	437	419	NC	9	19	NC	27	30	NC	54	45	NC	10	6
White	86	3156	36197	100	99	99	470	468	463	1	4	5	6	10	11	48	49	53	44	37	31
Students with Disabilities	16	685	10321	100	100	100	370	377	389	13	25	30	20	29	27	60	37	34	7	9	9
Students without Disabilities	97	5298	69060	100	99	98	483	464	454	0	4	7	7	13	17	47	55	54	47	28	22
Limited English Proficient Students	NC	703	15509	NC	100	100	NC	391	406	NC	17	20	NC	28	30	NC	49	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	36	3051	39415	100	97	96	454	442	431	3	9	15	21	21	25	48	56	50	28	14	10
Non-Economically Disadvantaged	77	2932	39966	100	100	100	471	466	459	1	4	6	4	9	12	49	50	52	46	38	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	113	5986	79395	100	0	99	470	454	446	4	6	9	11	21	25	63	60	55	22	13	11
All Students (Prior Year)	100	5641	75492	96	98	100	532	522	519	8	11	12	3	14	16	49	48	47	40	27	24
Female	50	2926	38743	100	0	100	487	458	451	2	5	7	7	20	24	63	61	57	28	15	12
Male	63	3059	40618	100	0	99	457	450	440	5	7	11	14	23	27	63	58	53	18	12	9
African American	NC	269	4052	NC	0	100	NC	434	434	NC	9	11	NC	24	29	NC	60	54	NC	6	6
Hispanic	20	2189	32915	100	0	99	465	433	426	6	10	15	19	32	35	56	53	47	19	5	4
Asian/Pacific Islander	NC	150	1936	NC	0	99	NC	469	468	NC	2	3	NC	15	14	NC	58	63	NC	25	19
American Indian/Alaskan Native	NC	220	4271	NC	0	100	NC	437	420	NC	8	15	NC	33	42	NC	56	41	NC	3	2
White	86	3158	36221	100	0	99	474	469	465	2	3	4	7	14	15	65	64	63	25	20	17
Students with Disabilities	16	684	10331	100	0	100	360	375	388	27	21	25	27	40	37	47	34	34	0	5	4
Students without Disabilities	97	5302	69139	100	0	99	489	464	454	0	4	7	8	19	24	66	63	58	26	15	11
Limited English Proficient Students	NC	703	15545	NC	0	100	NC	382	399	NC	18	21	NC	43	42	NC	36	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	36	3052	39484	100	0	96	453	440	429	10	9	14	21	30	35	55	55	47	14	6	4
Non-Economically Disadvantaged	77	2934	39986	100	0	100	477	466	461	1	2	4	7	13	16	66	64	63	26	21	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	110	5935	78869	98	98	99	470	442	442	1	6	6	13	21	21	66	62	63	20	12	10
All Students (Prior Year)	98	5611	75053	94	98	99	662	578	597	6	10	7	4	14	12	69	68	72	21	7	9
Female	49	2903	38536	98	99	99	498	458	458	0	4	4	7	14	15	64	65	67	29	16	14
Male	61	3031	40302	98	98	99	447	425	428	2	8	8	18	26	26	68	58	60	13	8	7
African American	NC	267	4015	NC	100	99	NC	426	430	NC	6	8	NC	25	24	NC	61	61	NC	7	7
Hispanic	19	2160	32606	95	98	98	446	419	426	7	9	8	33	29	27	47	57	60	13	5	5
Asian/Pacific Islander	NC	150	1925	NC	99	99	NC	455	471	NC	5	3	NC	15	11	NC	59	64	NC	21	22
American Indian/Alaskan Native	NC	216	4245	NC	96	100	NC	426	423	NC	8	9	NC	30	26	NC	55	61	NC	8	4
White	84	3142	36078	99	98	99	474	457	459	0	4	4	9	15	16	70	65	66	21	16	14
Students with Disabilities	15	676	10246	100	100	100	365	347	367	0	18	18	47	40	39	53	37	40	0	5	4
Students without Disabilities	95	5259	68697	98	98	98	488	454	454	1	4	4	7	18	18	69	65	67	23	13	11
Limited English Proficient Students	NC	687	15339	NC	100	100	NC	366	399	NC	15	11	NC	35	31	NC	48	54	NC	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	33	3015	39106	92	96	95	440	426	427	4	8	8	26	28	28	70	59	59	0	5	5
Non-Economically Disadvantaged	77	2920	39837	100	100	100	481	457	457	0	4	4	8	13	14	65	64	67	27	19	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	83	5594	78906	99	99	99	537	509	498	0	8	13	5	15	19	58	50	48	37	26	20
All Students (Prior Year)	115	5809	76019	99	99	100	541	514	499	2	9	14	21	34	39	8	13	14	69	44	33
Female	37	2679	38644	97	99	99	537	507	500	0	8	12	6	16	19	58	51	49	36	25	19
Male	46	2915	40236	100	99	99	537	510	497	0	8	15	5	15	19	57	50	46	38	28	20
African American	NC	219	4087	NC	100	99	NC	482	481	NC	15	20	NC	17	24	NC	55	45	NC	13	11
Hispanic	11	1921	31938	92	100	99	522	486	481	0	13	19	0	23	25	80	51	46	20	13	10
Asian/Pacific Islander	NC	136	1805	NC	100	98	NC	526	536	NC	7	5	NC	8	8	NC	50	45	NC	35	42
American Indian/Alaskan Native	NC	237	4593	NC	100	100	NC	479	467	NC	19	26	NC	24	29	NC	48	39	NC	9	6
White	65	3081	36483	100	98	99	543	525	517	0	4	7	3	10	13	54	50	51	43	36	30
Students with Disabilities	NC	650	10664	NC	100	100	NC	417	430	NC	33	42	NC	26	27	NC	33	26	NC	7	5
Students without Disabilities	74	4944	68310	97	98	98	542	521	509	0	5	9	4	14	18	55	53	51	41	29	22
Limited English Proficient Students	--	560	12573	--	100	100	--	427	454	--	23	27	--	31	30	--	41	38	--	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	19	2737	38679	100	95	96	501	495	483	0	13	20	13	21	25	88	50	45	0	15	10
Non-Economically Disadvantaged	64	2857	40295	98	100	100	546	520	513	0	4	7	3	9	13	50	51	50	47	36	30

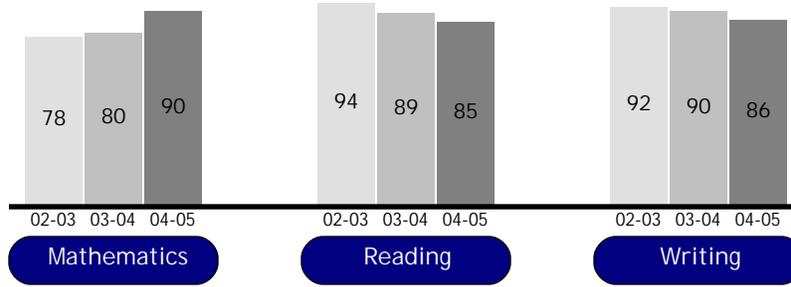
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	5599	78908	99	0	99	516	491	484	1	6	10	9	19	23	73	63	58	17	12	9
All Students (Prior Year)	117	5803	76020	100	99	100	515	507	503	8	20	25	11	22	23	60	43	40	21	16	12
Female	37	2681	38648	97	0	99	520	494	489	0	5	8	6	18	22	78	64	61	17	12	10
Male	46	2918	40233	100	0	99	513	489	479	2	7	12	12	20	25	69	61	55	17	12	8
African American	NC	218	4092	NC	0	99	NC	472	473	NC	9	12	NC	24	28	NC	61	54	NC	6	5
Hispanic	11	1925	31940	92	0	99	500	470	465	10	12	16	0	30	32	90	53	49	0	5	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	498	507	NC	1	4	NC	21	13	NC	67	65	NC	12	18
American Indian/Alaskan Native	NC	238	4569	NC	0	100	NC	469	457	NC	11	18	NC	31	39	NC	56	41	NC	3	2
White	65	3082	36502	100	0	99	521	507	502	0	3	4	10	12	14	70	69	67	21	17	15
Students with Disabilities	NC	651	10665	NC	0	100	NC	409	423	NC	21	30	NC	38	36	NC	38	31	NC	4	2
Students without Disabilities	74	4948	68312	97	0	98	519	502	493	1	4	7	6	17	21	75	66	62	18	13	10
Limited English Proficient Students	--	559	12556	--	0	100	--	408	436	--	22	24	--	43	40	--	32	35	--	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	18	2742	38662	95	0	96	501	479	468	7	10	16	7	28	32	80	56	49	7	5	3
Non-Economically Disadvantaged	65	2857	40315	100	0	100	520	502	498	0	2	5	10	11	15	71	68	66	19	18	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	5524	78750	100	98	99	541	500	500	1	5	6	9	28	29	86	63	63	4	3	2
All Students (Prior Year)	116	5771	75673	100	98	100	599	530	530	5	15	12	11	25	25	68	56	58	17	5	4
Female	38	2649	38586	100	98	99	557	514	515	0	4	4	5	21	22	89	70	71	5	4	3
Male	46	2874	40135	100	98	99	527	488	486	2	7	8	12	35	35	83	56	56	2	2	1
African American	NC	215	4081	NC	99	99	NC	486	488	NC	4	8	NC	36	32	NC	57	59	NC	3	2
Hispanic	11	1884	31841	92	98	99	543	479	483	0	8	8	0	37	36	100	54	55	0	2	1
Asian/Pacific Islander	NC	136	1802	NC	100	98	NC	521	533	NC	2	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	231	4586	NC	97	100	NC	481	481	NC	10	8	NC	34	37	NC	53	54	NC	2	1
White	66	3058	36440	100	98	99	540	514	516	2	4	3	11	23	22	83	69	71	5	4	4
Students with Disabilities	NC	642	10622	NC	100	100	NC	390	415	NC	22	21	NC	48	50	NC	26	28	NC	4	1
Students without Disabilities	75	4882	68196	99	97	98	547	515	513	0	3	3	7	26	25	89	68	69	4	3	3
Limited English Proficient Students	--	541	12504	--	100	100	--	407	451	--	17	12	--	48	44	--	33	43	--	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	19	2686	38558	100	93	96	533	486	485	0	9	8	13	37	37	81	53	54	6	1	1
Non-Economically Disadvantaged	65	2838	40260	100	100	100	543	513	514	2	3	3	8	21	21	87	71	72	3	5	4

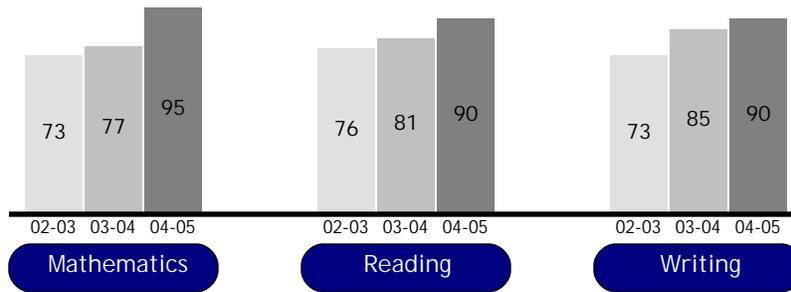
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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	91	78	61	50	92	79	NA	58	97	52	50	47
	Language	95	66	49	43	94	70	53	50	97	46	49	47
	Mathematics	97	80	67	57	98	85	71	64	98	57	54	50
3	Reading	99	69	57	47	98	72	NA	55	99	58	50	44
	Language	98	71	61	54	98	79	63	61	99	59	49	44
	Mathematics	97	70	64	54	97	77	66	61	99	63	55	51
4	Reading	95	75	62	52	96	76	NA	56	94	66	52	48
	Language	96	67	54	48	100	62	55	52	94	68	52	49
	Mathematics	97	83	68	57	100	79	68	61	94	72	59	53
5	Reading	96	73	59	50	98	74	NA	55	99	66	55	50
	Language	94	71	53	46	98	68	55	49	99	68	55	50
	Mathematics	96	85	68	57	98	87	71	63	99	67	54	49
6	Reading	97	73	62	53	97	77	NA	56	97	63	58	51
	Language	95	64	53	45	97	70	55	48	97	63	54	47
	Mathematics	97	86	75	62	97	84	76	66	97	70	62	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü School Mission/Philosophy
- Ü Student Achievement
- Ü School Safety Issues
- Ü Attendance/School Growth
- Ü Enrichment/Cultural Events
- Ü Community Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.10
Other Professional Staff	1.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	5	2	0	0
7 to 9 years	2	5	0	0
10 or more years	2	19	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	75
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	1%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Multimedia Library Facility
- Ü Outdoor Sport/Recreation Areas

Extracurricular Activities

- Ü Student Council
- Ü Band/Orchestra/Choir
- Ü Technology Clubs
- Ü School Musical/Talent Show
- Ü Internal Video Broadcasting System Club

Social Services

- Ü District Kids Corner Afterschool Program
- Ü Parent University Classes
- Ü Literacy Program Activities

School Achievements/Accomplishments 2004-05

- ü Barbara Bush Elementary exceeded 20004-005 goals set in math, reading and writing at all grade levels.
  
- ü Barbara Bush Elementary exceeded goals of parent satisfaction with greater than 95% of parents giving the school an A or B on the parent survey.
  
- ü Barbara Bush Elementary School was named an A+ Recognition school in 2005.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	10	12	12	17
Transfers In Rate <sup>6</sup>	17	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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 employees are committed to providing a safe and healthy learning environment for our students. Throughout the campus, positive standards for student behavior have been established. A thorough emergency plan has been implemented.

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) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Brian Corte	(480) 472-8500
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources	Joe O'Reilly	(480) 472-7201
School Nutrition Programs	Loretta Zullo	(480) 472-0910
Parent Organization	Robin Buckhannon	(480) 325-2570
Student Health/Nurse	Peggy Jones	(480) 472-8543

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

5 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](http://www.ade.az.gov/researchpolicy/grad).

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

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