

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2020 East Carson Drive, Tempe, AZ 85282

Tempe 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Improving

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

### School Overview

Principal/Administrator : Mrs. Lisa Hobson  
 Schedule : 8:00 AM to 4:00 PM  
 Grades : K-5  
 2004 Enrollment : 337  
 Web Address : [www.tempe3.k12.az.us/Bustoz/bustoz.html](http://www.tempe3.k12.az.us/Bustoz/bustoz.html)  
 Phone Number : (480) 897-2955  
 Fax Number : (480) 820-4065  
 E-mail : [lhobson@tempeschools.org](mailto:lhobson@tempeschools.org)

### Mission

Bustoz School will provide a supportive environment by creating enriching and relevant learning experiences that develop students' unique talents and gifts in collaboration with home and community, while inspiring life-long learning and active community participation. The mission of Bustoz School is to use Howard Gardner's Nine Multiple Intelligences to teach all children the academic and life skills needed for future success.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
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.

### School / Academic Goals

- ü Increase math, reading and writing skills as measured by the District Assessment Plan including district assessments, state criterion referenced and norm referenced tests.
- ü Continue to implement brain based teaching following an integrated thematic approach to lesson planning and instruction, using current ELL strategies and Howard Gardner's Multiple Intelligence approach to teaching and assessment.
- ü Teach and incorporate character based program using guidelines and personal qualities that help children become self-assured learners and problem solvers who make the best decisions possible while contributing positively to the school community.
- ü Adopt a model for reducing conflicts and inappropriate behaviors on campus through training of staff and increased awareness by adults and children about the causes and consequences of wrong choices.

### Enrollment

October 1, 2003 School Year Student Enrollment : 347  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 100

Instructional Programs

- Free Full-Day Kindergarten
- Integrated Thematic Instruction
- CLIP trained teachers tutor one on one
- Scientific, Researched Based Reading
- Pullout and On-Campus Gifted Services
- Choral Music, Band and Orchestra
- Sheltered English Immersion
- Resource Support

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

We provide a safe, pleasant atmosphere that supports learning. Our bilingual office clerk, counselor and several staff members assist parents with translation. Our teaching is aligned to standards, taught through multiple intelligences, and our results are high academic achievement. Frequent positive interactions lead to high self-esteem, and responsible decision-making.

Parents

Families are expected to ensure that children attend school on time daily, well-rested, and nourished. They are encouraged to maintain positive, regular communication with the teacher; to be involved in school life; to provide an environment that stresses the importance of learning, including a time and place to complete assignments from school.

Transportation Policy

We follow a district-wide policy on busing safety and behavior. Violations of district policies are referred to the school for corrective or disciplinary action. Busing boundaries for our school are established and approved by the Governing Board.

School Honors

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

Award/Honor	Year
• Scholarship Recipient for Master's Degree Work	2004
• Nationally Board Certified Teacher	2003
• District Impact Award Winner	2002
• Project Venture Grant Awarded to 2 Teachers	2002

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	57	1518	75509	95	99	100	542	512	521	8	17	13	15	25	23	36	32	33	42	25	31
All Students (Prior Year)	46	1457	75372	100	100	100	545	516	523	10	11	9	6	29	25	42	35	36	42	25	30
Female	24	737	37013	100	100	100	537	512	522	9	15	12	17	29	24	26	31	33	48	25	31
Male	33	779	38430	92	99	99	545	512	521	7	19	14	13	23	22	43	33	33	37	25	31
African American	NC	165	3660	NC	100	99	NC	488	496	NC	29	24	NC	32	31	NC	24	28	NC	15	18
Hispanic	16	679	30486	94	99	99	522	502	505	8	16	18	25	31	29	33	38	32	33	15	21
Asian/Pacific Islander	NC	58	1780	NC	97	98	NC	548	549	NC	9	5	NC	9	13	NC	32	33	NC	50	50
American Indian/Alaskan Native	NC	119	4075	NC	100	100	NC	489	486	NC	30	28	NC	30	34	NC	27	26	NC	12	12
White	26	490	35192	96	99	99	555	530	534	8	12	8	12	20	19	27	31	35	54	37	39
Students with Disabilities	NC	196	9708	NC	100	100	NC	481	489	NC	43	32	NC	25	27	NC	18	24	NC	15	17
Students without Disabilities	53	1322	65801	96	99	98	543	516	525	4	14	11	16	26	23	37	34	34	43	27	33
Limited English Proficient Students	NC	400	16928	NC	100	100	NC	479	485	NC	25	29	NC	34	33	NC	38	26	NC	3	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	28	972	36411				530	497	503	17	23	19	17	29	29	38	33	32	29	15	20
Non-Economically Disadvantaged	29	546	39040				551	531	534	0	10	8	14	21	19	34	31	34	52	38	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	57	1520	75492	95	100	100	522	512	519	11	16	12	13	19	16	45	45	47	30	20	24
All Students (Prior Year)	46	1454	75221	100	100	100	529	519	523	10	10	8	10	19	16	52	52	56	29	18	21
Female	24	738	37014	100	100	100	528	517	523	9	12	10	9	17	15	43	49	48	39	22	27
Male	33	780	38400	92	99	99	518	508	516	13	20	14	17	20	17	47	41	47	23	18	21
African American	NC	165	3665	NC	100	99	NC	500	505	NC	23	20	NC	27	22	NC	40	43	NC	10	14
Hispanic	16	679	30438	94	99	99	511	507	508	17	16	17	17	19	21	42	52	47	25	13	15
Asian/Pacific Islander	NC	57	1773	NC	95	98	NC	531	534	NC	7	4	NC	9	10	NC	49	50	NC	35	36
American Indian/Alaskan Native	NC	119	4081	NC	100	100	NC	495	498	NC	28	25	NC	25	26	NC	39	40	NC	8	8
White	26	490	35177	96	99	99	535	522	528	12	12	8	8	15	13	35	42	49	46	31	31
Students with Disabilities	NC	196	9707	NC	100	100	NC	482	495	NC	48	33	NC	23	21	NC	21	33	NC	9	13
Students without Disabilities	53	1324	65785	96	99	98	526	516	522	8	12	10	12	18	16	49	48	49	31	22	26
Limited English Proficient Students	NC	400	16905	NC	100	100	NC	487	489	NC	34	34	NC	28	28	NC	34	32	NC	3	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	28	972	36302				510	504	507	21	21	18	17	21	21	33	46	46	29	12	14
Non-Economically Disadvantaged	29	548	39164				533	523	528	3	10	8	10	16	13	55	44	48	31	30	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	57	1507	75053	95	99	99	645	620	597	4	6	7	2	9	12	83	73	72	11	12	9
All Students (Prior Year)	40	1431	73654	89	99	99	541	529	530	10	11	9	3	14	13	77	65	70	10	9	7
Female	24	732	36872	100	99	99	658	650	621	4	3	5	4	6	9	78	75	74	13	16	12
Male	33	773	38109	92	98	99	635	593	573	3	9	10	0	11	14	87	71	69	10	9	6
African American	NC	163	3636	NC	99	99	NC	590	568	NC	10	12	NC	10	16	NC	75	67	NC	6	6
Hispanic	16	677	30235	94	98	98	612	617	575	8	4	9	0	9	14	92	75	70	0	12	6
Asian/Pacific Islander	NC	57	1768	NC	95	98	NC	707	651	NC	0	3	NC	5	5	NC	64	72	NC	32	19
American Indian/Alaskan Native	NC	119	4044	NC	100	99	NC	597	550	NC	10	13	NC	8	17	NC	78	66	NC	4	4
White	26	485	35028	96	98	99	655	632	613	0	6	6	4	9	10	81	71	73	15	15	11
Students with Disabilities	NC	195	9625	NC	100	100	NC	540	530	NC	24	21	NC	16	21	NC	56	55	NC	4	4
Students without Disabilities	53	1312	65428	96	98	98	653	631	604	2	4	6	0	8	11	86	75	73	12	14	10
Limited English Proficient Students	NC	400	16765	NC	100	100	NC	574	525	NC	13	17	NC	13	20	NC	72	60	NC	3	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	28	966	36077				627	597	566	8	8	10	4	10	16	79	75	69	8	8	5
Non-Economically Disadvantaged	29	541	38950				659	650	618	0	4	5	0	6	9	86	71	73	14	19	12

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	45	1354	76019	94	99	100	475	495	499	24	15	14	45	40	39	10	11	14	21	34	33
All Students (Prior Year)	35	1410	76230	100	100	100	515	499	498	7	12	12	36	39	38	0	12	12	57	37	37
Female	23	655	37207	96	100	100	473	495	499	29	14	12	38	40	41	14	13	14	19	34	33
Male	22	699	38677	92	99	100	478	495	498	19	16	15	52	40	38	5	10	13	24	34	34
African American	NC	179	3817	NC	100	100	NC	474	475	NC	21	23	NC	51	47	NC	9	11	NC	19	18
Hispanic	11	617	29458	92	100	100	479	488	480	38	17	20	25	43	48	0	11	12	38	29	20
Asian/Pacific Islander	NC	36	1673	NC	97	99	NC	516	531	NC	8	4	NC	36	29	NC	12	14	NC	44	53
American Indian/Alaskan Native	NC	113	4735	NC	97	100	NC	485	466	NC	19	28	NC	44	49	NC	10	10	NC	27	13
White	20	404	35880	91	98	100	487	514	515	15	9	7	40	31	32	20	12	16	25	47	45
Students with Disabilities	NC	193	9786	NC	100	100	NC	455	457	NC	41	39	NC	41	40	NC	4	7	NC	14	13
Students without Disabilities	40	1161	66233	100	99	99	479	501	503	21	11	11	46	40	39	10	12	14	23	37	35
Limited English Proficient Students	NC	342	15206	NC	100	100	NC	463	459	NC	26	31	NC	57	53	NC	8	7	NC	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	26	832	35714				476	485	480	26	17	20	48	46	47	0	11	12	26	26	20
Non-Economically Disadvantaged	19	522	40266				474	509	513	21	12	9	42	31	33	21	12	15	16	45	43

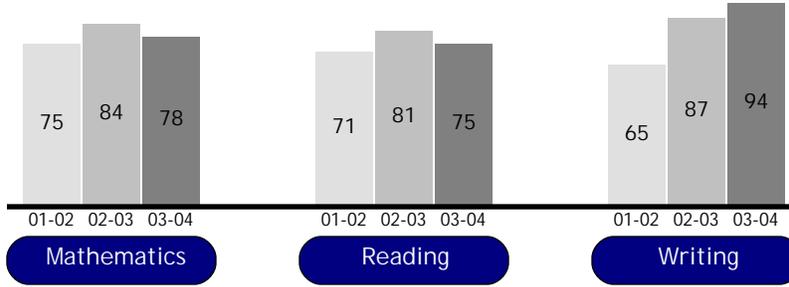
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	1349	76020	94	99	100	492	498	503	38	33	25	21	23	23	38	36	40	2	8	12
All Students (Prior Year)	35	1405	76202	100	100	100	509	502	505	7	20	19	25	27	24	57	43	46	11	10	11
Female	23	653	37213	96	99	100	490	500	504	43	27	22	24	25	23	33	39	42	0	8	13
Male	22	696	38666	92	99	100	495	496	501	33	39	29	19	21	22	43	32	38	5	8	12
African American	NC	179	3819	NC	100	100	NC	489	494	NC	45	37	NC	27	26	NC	25	31	NC	3	6
Hispanic	11	614	29442	92	99	99	493	494	494	38	36	37	0	26	26	63	31	31	0	6	6
Asian/Pacific Islander	NC	36	1672	NC	97	99	NC	498	513	NC	28	12	NC	24	19	NC	44	49	NC	4	20
American Indian/Alaskan Native	NC	114	4735	NC	97	100	NC	489	489	NC	50	48	NC	23	25	NC	26	24	NC	1	3
White	20	401	35890	91	98	100	496	509	511	35	19	15	15	18	20	45	48	48	5	15	18
Students with Disabilities	NC	190	9784	NC	99	100	NC	479	485	NC	72	58	NC	14	19	NC	10	19	NC	4	4
Students without Disabilities	40	1159	66236	100	99	99	494	501	504	33	27	23	23	24	23	41	40	42	3	9	13
Limited English Proficient Students	NC	338	15198	NC	100	100	NC	482	483	NC	62	59	NC	27	25	NC	11	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	26	829	35703				495	493	494	30	40	37	26	26	26	39	29	31	4	5	6
Non-Economically Disadvantaged	19	520	40274				488	505	509	47	24	17	16	18	20	37	46	47	0	13	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	45	1350	75673	94	99	100	532	528	530	5	12	12	33	28	25	57	56	58	5	4	4
All Students (Prior Year)	33	1372	74692	97	98	99	519	499	502	7	17	18	39	30	27	36	46	47	18	7	8
Female	23	654	37099	96	100	100	556	549	548	5	7	8	24	25	22	62	62	64	10	6	6
Male	22	696	38441	92	99	99	509	508	513	5	17	16	43	31	29	52	49	52	0	3	3
African American	NC	177	3791	NC	99	99	NC	512	506	NC	16	18	NC	28	29	NC	54	50	NC	2	3
Hispanic	11	618	29305	92	100	99	552	511	507	0	15	16	13	31	31	88	52	51	0	2	2
Asian/Pacific Islander	NC	36	1665	NC	97	99	NC	548	573	NC	4	6	NC	24	16	NC	68	67	NC	4	10
American Indian/Alaskan Native	NC	114	4707	NC	97	100	NC	518	492	NC	11	19	NC	30	33	NC	56	46	NC	3	1
White	20	402	35760	91	98	99	549	556	550	5	8	9	35	23	21	55	60	64	5	8	6
Students with Disabilities	NC	194	9706	NC	100	100	NC	453	462	NC	40	36	NC	34	32	NC	23	31	NC	3	1
Students without Disabilities	40	1156	65967	100	99	99	538	538	536	5	8	10	31	27	25	59	60	60	5	5	5
Limited English Proficient Students	NC	340	15115	NC	100	100	NC	477	471	NC	23	26	NC	35	38	NC	42	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	26	832	35541				521	513	504	9	14	17	35	32	31	52	52	50	4	2	2
Non-Economically Disadvantaged	19	518	40091				546	548	550	0	10	9	32	23	21	63	60	64	5	7	6

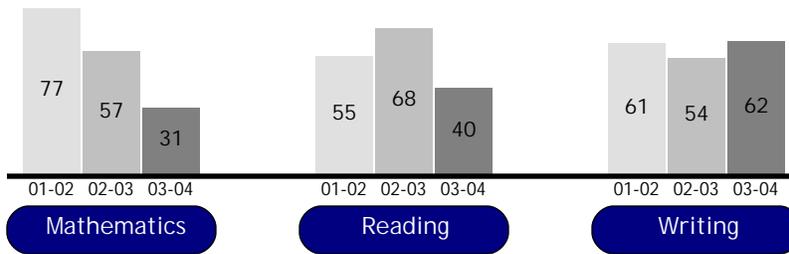
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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. 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](http://www.ade.az.gov/azlearns) and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	45	38	44	93	56	42	50	92	55	NA	58
	Language	100	40	31	39	100	55	33	43	92	62	44	50
	Mathematics	100	40	46	52	100	70	49	57	92	73	57	64
3	Reading	100	42	34	43	98	52	38	47	97	62	NA	55
	Language	100	44	40	50	95	66	45	54	97	70	54	61
	Mathematics	100	66	42	50	98	65	44	54	97	80	54	61
4	Reading	100	51	38	47	77	42	42	52	88	68	NA	56
	Language	100	52	38	45	86	37	40	48	90	65	45	52
	Mathematics	100	59	43	52	100	48	46	57	90	71	51	61
5	Reading	100	49	39	46	100	63	41	50	94	50	NA	55
	Language	100	44	35	43	100	55	38	46	94	43	43	49
	Mathematics	100	63	46	54	100	69	50	57	94	60	59	63

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)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget Allocation
- Ü Development and Oversight of School Plan
- Ü Creation of Business Partnerships
- Ü Funding of Extracurricular Activities
- Ü Promote Marketing of Bustoz School
- Ü Continuous Support of Classroom Teachers

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	21.15
Other Professional Staff	3.00	Teacher Aide	6.50

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 17  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 32  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Cox Ed Net Wiring for All Classes
- Ü Project Venture Labs in Two Classrooms

Extracurricular Activities

- Ü Camp Invention in Summer
- Ü Student Council
- Ü Chorus for Grades 4 and 5
- Ü Band and Orchestra Classes
- Ü Summer Jump Start for Enrolled Students
- Ü After School Fitness and Academic Clubs

Social Services

- Ü Before/After School Childcare Program
- Ü Full Time Nurse on Staff
- Ü Counseling Services
- Ü Active Girl Scout Troop

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Initiated our new plan - using Integrated Themes and Lifeskills to raise student achievement in reading, writing, and math. Our technology plan assures that all children will learn research and keyboarding skills. We emphasize the arts in all grades.
- ü Completed the fifth year with a focus on the Multiple Intelligences Theory of Howard Gardner. Children learn about the world by using their multiple 'Intelligences.'
- ü While maintaining our small school community, we have increased our grades to provide at least two sections at each level.
- ü We continue to achieve some of the highest writing, reading and math scores in the Tempe Elementary School District. We are focusing our instruction on standards that are mapped from grade to grade.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	2	2	2	2
Transfers In <sup>7</sup> (Out of District)	8	10	9	9
Promotion Rate <sup>8</sup>	98	98	98	94
Retention Rate <sup>9</sup>	1	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	64	78
Grades 3-4	58	58
Grades 4-5	68	62

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

Visitors must sign-in, and display an ID badge while on campus. Every district employee wears a picture ID. Our campus is gated. Outside doors are locked each morning. Our character education program and discipline plan support children in making good decisions. We use 'Think Time' intervention to help students reflect on their behavior and redirect their energy in class.

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	Lisa Hobson	(480) 897-2955
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Maria Hornyman	(480) 897-2955
School Nutrition Programs	Pam Gorowara	(480) 774-2124
Parent Organization	Jean Kasitch	(480) 897-2955
Student Health/Nurse	Charleen Thomas	(480) 897-2955

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.

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.

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

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](http://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.