

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2020 East Carson Drive, Tempe, AZ 85282

Tempe School District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	Performing
2002-03	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 : Mrs. Lisa Hobson
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 312
 Web Address : www.tempe3.k12.az.us/Bustoz/bustoz.html
 Phone Number : (480) 897-2955
 Fax Number : (480) 820-4065
 E-mail : 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.

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, 2004 School Year Student Enrollment : 337
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 45

Instructional Programs

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

Calendar Information

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

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. We create common experiences through field trips and assemblies.

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 attend conferences; 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
Ü 2 Co-winners of Tempe Diablos Excellence in Ed. Award	2005
Ü Awarded Grant from Tempe Arts Commission	2005
Ü Nationally Board Certified Teacher	2003
Ü District Impact Award Winner	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	61	1702	79306	100	100	99	471	438	445	2	13	10	5	22	18	56	49	51	36	17	20
All Students (Prior Year)	57	1518	75509	95	99	100	542	512	521	8	17	13	15	25	23	36	32	33	42	25	31
Female	30	868	38691	100	100	99	478	436	446	0	13	10	7	23	18	56	48	52	37	16	20
Male	31	834	40583	100	100	99	465	440	445	4	13	11	4	21	18	57	50	50	36	17	21
African American	NC	177	4041	NC	99	99	NC	433	426	NC	17	17	NC	21	23	NC	50	50	NC	12	10
Hispanic	23	806	32869	100	100	99	469	426	429	0	16	15	5	26	25	68	50	51	27	9	10
Asian/Pacific Islander	--	56	1935	--	100	99	--	464	474	--	4	3	--	16	9	--	49	48	--	31	40
American Indian/Alaskan Native	NC	162	4264	NC	100	100	NC	420	419	NC	18	19	NC	31	30	NC	45	45	NC	6	6
White	29	501	36197	97	100	99	470	461	463	4	7	5	8	14	11	42	47	53	46	33	31
Students with Disabilities	NC	206	10321	NC	100	100	NC	395	389	NC	33	30	NC	29	27	NC	28	34	NC	10	9
Students without Disabilities	56	1496	69060	100	100	98	481	444	454	0	10	7	4	21	17	59	51	54	37	18	22
Limited English Proficient Students	NC	335	15509	NC	100	100	NC	408	406	NC	22	20	NC	32	30	NC	42	45	NC	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	24	1144	39415	92	99	96	474	427	431	0	17	15	5	28	25	62	46	50	33	10	10
Non-Economically Disadvantaged	37	558	39966	100	100	100	470	458	459	3	6	6	6	11	12	53	54	52	38	29	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	1702	79395	100	0	99	465	440	446	4	14	9	15	25	25	62	51	55	20	9	11
All Students (Prior Year)	57	1520	75492	95	100	100	522	512	519	11	16	12	13	19	16	45	45	47	30	20	24
Female	30	869	38743	100	0	100	479	444	451	0	11	7	11	25	24	67	54	57	22	11	12
Male	31	833	40618	100	0	99	450	435	440	7	18	11	18	26	27	57	48	53	18	8	9
African American	NC	177	4052	NC	0	100	NC	438	434	NC	14	11	NC	27	29	NC	54	54	NC	5	6
Hispanic	23	807	32915	100	0	99	464	428	426	0	18	15	18	30	35	64	46	47	18	5	4
Asian/Pacific Islander	--	56	1936	--	0	99	--	459	468	--	9	3	--	16	14	--	64	63	--	11	19
American Indian/Alaskan Native	NC	162	4271	NC	0	100	NC	420	420	NC	19	15	NC	35	42	NC	43	41	NC	3	2
White	29	500	36221	97	0	99	461	464	465	8	7	4	12	15	15	58	59	63	23	19	17
Students with Disabilities	NC	206	10331	NC	0	100	NC	383	388	NC	44	25	NC	26	37	NC	23	34	NC	6	4
Students without Disabilities	56	1496	69139	100	0	99	476	448	454	0	10	7	16	25	24	63	55	58	22	10	11
Limited English Proficient Students	NC	334	15545	NC	0	100	NC	407	399	NC	26	21	NC	34	42	NC	38	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	24	1144	39484	92	0	96	459	428	429	0	18	14	33	32	35	57	45	47	10	5	4
Non-Economically Disadvantaged	37	558	39986	100	0	100	468	462	461	6	6	4	3	13	16	65	62	63	26	18	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	61	1676	78869	100	99	99	462	447	442	2	6	6	13	22	21	73	56	63	13	16	10
All Students (Prior Year)	57	1507	75053	95	99	99	645	620	597	4	6	7	2	9	12	83	73	72	11	12	9
Female	30	856	38536	100	99	99	485	462	458	0	5	4	4	16	15	81	58	67	15	21	14
Male	31	820	40302	100	99	99	440	431	428	4	7	8	21	29	26	64	55	60	11	9	7
African American	NC	174	4015	NC	98	99	NC	444	430	NC	6	8	NC	28	24	NC	53	61	NC	13	7
Hispanic	23	791	32606	100	98	98	466	437	426	0	8	8	14	23	27	82	58	60	5	11	5
Asian/Pacific Islander	--	56	1925	--	100	99	--	480	471	--	2	3	--	16	11	--	51	64	--	31	22
American Indian/Alaskan Native	NC	160	4245	NC	100	100	NC	426	423	NC	6	9	NC	34	26	NC	57	61	NC	4	4
White	29	495	36078	97	100	99	461	467	459	4	4	4	12	16	16	62	55	66	23	25	14
Students with Disabilities	NC	202	10246	NC	100	100	NC	371	367	NC	19	18	NC	42	39	NC	34	40	NC	4	4
Students without Disabilities	56	1474	68697	100	98	98	473	458	454	0	4	4	12	19	18	75	59	67	14	17	11
Limited English Proficient Students	NC	328	15339	NC	100	100	NC	412	399	NC	12	11	NC	29	31	NC	53	54	NC	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	24	1122	39106	92	97	95	451	436	427	0	7	8	14	26	28	86	57	59	0	10	5
Non-Economically Disadvantaged	37	554	39837	100	100	100	469	466	457	3	4	4	12	14	14	65	55	67	21	26	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	41	1421	78906	100	100	99	456	492	498	10	17	13	21	20	19	44	44	48	26	19	20
All Students (Prior Year)	45	1354	76019	94	99	100	475	495	499	24	15	14	45	40	39	10	11	14	21	34	33
Female	19	721	38644	100	100	99	436	495	500	5	15	12	16	20	19	47	45	49	32	20	19
Male	22	700	40236	100	100	99	475	488	497	15	20	15	25	21	19	40	42	46	20	17	20
African American	NC	165	4087	NC	100	99	NC	491	481	NC	12	20	NC	25	24	NC	50	45	NC	13	11
Hispanic	15	654	31938	100	100	99	422	480	481	15	25	19	23	22	25	38	41	46	23	12	10
Asian/Pacific Islander	NC	54	1805	NC	100	98	NC	528	536	NC	6	5	NC	20	8	NC	35	45	NC	39	42
American Indian/Alaskan Native	NC	136	4593	NC	99	100	NC	470	467	NC	21	26	NC	29	29	NC	42	39	NC	8	6
White	19	412	36483	100	100	99	462	513	517	0	8	7	26	12	13	42	48	51	32	32	30
Students with Disabilities	12	219	10664	100	100	100	315	416	430	17	56	42	25	18	27	50	19	26	8	6	5
Students without Disabilities	29	1203	68310	100	100	98	519	506	509	7	10	9	19	20	18	41	48	51	33	21	22
Limited English Proficient Students	NC	257	12573	NC	100	100	NC	455	454	NC	31	27	NC	25	30	NC	35	38	NC	9	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	23	913	38679	92	98	96	497	484	483	19	22	20	24	25	25	33	41	45	24	12	10
Non-Economically Disadvantaged	18	509	40295	100	100	100	408	505	513	0	10	7	17	12	13	56	49	50	28	30	30

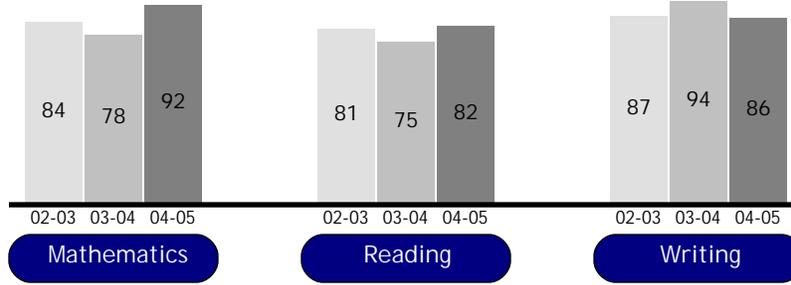
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	1418	78908	100	0	99	446	476	484	13	14	10	13	23	23	59	54	58	15	8	9
All Students (Prior Year)	45	1349	76020	94	99	100	492	498	503	38	33	25	21	23	23	38	36	40	2	8	12
Female	19	720	38648	100	0	99	434	483	489	0	9	8	11	22	22	68	59	61	21	10	10
Male	22	698	40233	100	0	99	457	469	479	25	19	12	15	24	25	50	50	55	10	7	8
African American	NC	165	4092	NC	0	99	NC	480	473	NC	14	12	NC	15	28	NC	66	54	NC	5	5
Hispanic	15	651	31940	100	0	99	407	463	465	15	19	16	23	30	32	54	46	49	8	4	3
Asian/Pacific Islander	NC	54	1805	NC	0	98	NC	502	507	NC	6	4	NC	18	13	NC	59	65	NC	18	18
American Indian/Alaskan Native	NC	136	4569	NC	0	100	NC	456	457	NC	18	18	NC	34	39	NC	45	41	NC	3	2
White	19	412	36502	100	0	99	454	496	502	5	6	4	11	13	14	63	65	67	21	17	15
Students with Disabilities	12	219	10665	100	0	100	301	402	423	33	47	30	8	31	36	50	19	31	8	2	2
Students without Disabilities	29	1200	68312	100	0	98	510	489	493	4	8	7	15	22	21	63	61	62	19	9	10
Limited English Proficient Students	NC	256	12556	NC	0	100	NC	438	436	NC	27	24	NC	34	40	NC	36	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	23	912	38662	92	0	96	486	469	468	24	18	16	14	29	32	52	48	49	10	4	3
Non-Economically Disadvantaged	18	507	40315	100	0	100	399	487	498	0	7	5	11	13	15	67	65	66	22	15	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	42	1423	78750	100	100	99	468	497	500	0	7	6	26	30	29	67	60	63	8	3	2
All Students (Prior Year)	45	1350	75673	94	99	100	532	528	530	5	12	12	33	28	25	57	56	58	5	4	4
Female	19	722	38586	100	100	99	466	512	515	0	4	4	11	25	22	79	66	71	11	5	3
Male	23	701	40135	100	100	99	471	481	486	0	9	8	40	36	35	55	54	56	5	1	1
African American	NC	167	4081	NC	100	99	NC	503	488	NC	7	8	NC	26	32	NC	64	59	NC	3	2
Hispanic	15	655	31841	100	100	99	431	484	483	0	10	8	31	35	36	62	54	55	8	1	1
Asian/Pacific Islander	NC	54	1802	NC	100	98	NC	520	533	NC	6	2	NC	27	16	NC	59	75	NC	8	7
American Indian/Alaskan Native	NC	136	4586	NC	99	100	NC	480	481	NC	5	8	NC	40	37	NC	54	54	NC	1	1
White	19	411	36440	100	100	99	476	515	516	0	3	3	21	22	22	68	69	71	11	6	4
Students with Disabilities	12	219	10622	100	100	100	303	394	415	0	28	21	50	50	50	33	21	28	17	2	1
Students without Disabilities	30	1205	68196	100	100	98	542	515	513	0	3	3	15	27	25	81	67	69	4	3	3
Limited English Proficient Students	NC	255	12504	NC	100	100	NC	453	451	NC	15	12	NC	40	44	NC	45	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	23	912	38558	92	98	96	516	489	485	0	9	8	33	36	37	67	53	54	0	2	1
Non-Economically Disadvantaged	19	512	40260	100	100	100	413	509	514	0	4	3	17	21	21	67	70	72	17	5	4

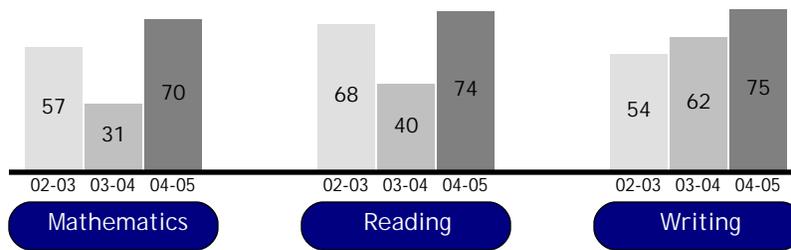
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	56	42	50	92	55	NA	58	87	49	41	47
	Language	100	55	33	43	92	62	44	50	87	43	39	47
	Mathematics	100	70	49	57	92	73	57	64	92	54	44	50
3	Reading	98	52	38	47	97	62	NA	55	98	54	41	44
	Language	95	66	45	54	97	70	54	61	98	51	40	44
	Mathematics	98	65	44	54	97	80	54	61	98	62	46	51
4	Reading	77	42	42	52	88	68	NA	56	96	56	43	48
	Language	86	37	40	48	90	65	45	52	96	61	45	49
	Mathematics	100	48	46	57	90	71	51	61	96	64	48	53
5	Reading	100	63	41	50	94	50	NA	55	93	55	46	50
	Language	100	55	38	46	94	43	43	49	93	56	45	50
	Mathematics	100	69	50	57	94	60	59	63	93	55	45	49

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

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	21.15
Other Professional Staff	3.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	7	1	0	0
7 to 9 years	0	0	0	0
10 or more years	3	8	2	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	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
- Ü 6 mobile laptops & a portable proxima

Extracurricular Activities

- Ü After School Academic Clubs
- Ü Student Council
- Ü Chorus for Grades 4 and 5
- Ü Band and Orchestra Classes
- Ü Summer Jump Start for Enrolled Students
- Ü Kid Zone After School Care

Social Services

- Ü Before/After School Childcare Program
- Ü Full Time Nurse on Staff
- Ü Counseling Services
- Ü Active Girl Scout Troop
- Ü Character Education
- Ü Olweus Anti-bullying Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Support use of 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	22	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

Visitors 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 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	Lisa Hobson	(480) 897-2955
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Maria Hornyan	(480) 897-2955
School Nutrition Programs	Pam Gorowara	(480) 774-2124
Parent Organization	Debbie Hart	(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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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** 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.