

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3400 West Massingale Road, Tucson, AZ 85741

Marana 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Gayle Schmidt
Schedule : 07:00 AM to 04:00 PM
Grades : K-6
2005 Enrollment : 725
Web Address : www.butterfield
Phone Number : (520) 579-5000
Fax Number : (520) 579-5029
E-mail : g.s.schmidt@maranausd.org

Mission

Butterfield Elem.: High academic expectations, students who set goals, strong community spirit, and high standards for individual behavior. We believe our students should be safe and that achievement and recognition are the right of every student.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

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

School / Academic Goals

- ü All students will realize their unique academic potential and learn at their maximum abilities. We recognize that students have differing needs and learning styles. The staff at Butterfield will strive to meet the needs of each child in our school.
- ü We recognize that we play a vital role in shaping our students for the future. Using standards based instruction, assessment and reporting, we will prepare our students to be successful at our school and beyond. Their successes will be celebrated!
- ü The central theme of living healthy lifestyles will be integrated into our all aspects of our instructional programs.
- ü Goal setting has been central to the success of Butterfield Elementary School. All students will set challenging academic goals each quarter. These goals will be developed based on the individual needs and abilities of each student.

Enrollment

October 1, 2004 School Year Student Enrollment : 753
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 122

Instructional Programs

- ü Standards-based Curriculum/Reporting
- ü Special Educ./Hearing Impaired/Speech
- ü Award-winning Character Education Prog.
- ü Strong Technology Program
- ü Award Winning Music Program
- ü Comprehensive Literacy Program
- ü Six Traits of Writing

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 10 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

There is a partnership between the parents and staff at Butterfield. Information is regularly communicated through monthly newsletters, parent information nights, a curriculum night, parent conferences, school website, and monthly parent meetings. Our positive school culture has created a welcoming environment for parent volunteers. The staff recognizes the vital role that parents play in the academic and social growth of students and fosters this relationship in all of our programs.

Parents

Our staff believes that parent involvement is a key element in the success of children. Consequently we provide many opportunities both at school and at home for parents to be involved in the education of their children. We hold high expectations for parents in assisting us in making Butterfield Elementary School a positive, nurturing place for children.

Transportation Policy

The MUSD Transportation Office is dedicated to the selection, training, supervision and retention of professional staff members committed to the operation of a modern, efficient and safe transportation system.

School Honors

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

Award/Honor	Year
ü Arizona A+ School	2004
ü National Blue Ribbon School of Excellence	1999
ü National Distinguished Principal	2000
ü Arizona Music Educator of the Year	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	107	985	79306	99	100	99	475	462	445	4	6	10	9	10	18	52	53	51	35	32	20
All Students (Prior Year)	90	956	75509	100	100	100	541	537	521	11	8	13	14	18	23	29	33	33	46	41	31
Female	48	465	38691	100	100	99	472	459	446	0	8	10	9	8	18	62	56	52	29	28	20
Male	59	520	40583	98	99	99	477	464	445	7	4	11	9	12	18	44	50	50	40	34	21
African American	NC	34	4041	NC	100	99	NC	435	426	NC	6	17	NC	15	23	NC	70	50	NC	9	10
Hispanic	37	254	32869	100	100	99	451	450	429	12	8	15	15	14	25	56	54	51	18	24	10
Asian/Pacific Islander	--	23	1935	--	100	99	--	447	474	--	5	3	--	10	9	--	45	48	--	40	40
American Indian/Alaskan Native	NC	16	4264	NC	89	100	NC	440	419	NC	8	19	NC	31	30	NC	46	45	NC	15	6
White	62	658	36197	100	100	99	489	469	463	0	5	5	5	8	11	47	52	53	47	36	31
Students with Disabilities	15	161	10321	100	100	100	430	399	389	17	24	30	25	22	27	50	42	34	8	12	9
Students without Disabilities	92	824	69060	98	99	98	481	474	454	2	2	7	7	8	17	52	55	54	39	35	22
Limited English Proficient Students	NC	33	15509	NC	100	100	NC	355	406	NC	11	20	NC	18	30	NC	58	45	NC	13	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	35	345	39415	100	96	96	461	452	431	6	10	15	12	13	25	61	54	50	21	23	10
Non-Economically Disadvantaged	72	640	39966	99	100	100	481	467	459	3	4	6	7	8	12	48	52	52	42	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	107	985	79395	99	0	99	476	458	446	5	6	9	7	15	25	64	65	55	24	14	11
All Students (Prior Year)	90	953	75492	100	100	100	528	523	519	5	8	12	14	14	16	47	49	47	34	29	24
Female	47	463	38743	98	0	100	483	463	451	0	6	7	5	12	24	68	67	57	27	15	12
Male	60	522	40618	100	0	99	470	453	440	9	7	11	9	18	27	61	62	53	21	12	9
African American	NC	33	4052	NC	0	100	NC	430	434	NC	6	11	NC	22	29	NC	69	54	NC	3	6
Hispanic	38	255	32915	100	0	99	459	450	426	11	7	15	14	19	35	54	65	47	20	9	4
Asian/Pacific Islander	--	23	1936	--	0	99	--	445	468	--	0	3	--	10	14	--	70	63	--	20	19
American Indian/Alaskan Native	NC	16	4271	NC	0	100	NC	431	420	NC	23	15	NC	15	42	NC	54	41	NC	8	2
White	62	658	36221	100	0	99	486	463	465	2	6	4	2	14	15	69	64	63	27	16	17
Students with Disabilities	15	161	10331	100	0	100	424	390	388	33	26	25	17	33	37	42	36	34	8	5	4
Students without Disabilities	92	824	69139	98	0	99	483	471	454	1	3	7	6	12	24	67	70	58	26	15	11
Limited English Proficient Students	NC	33	15545	NC	0	100	NC	344	399	NC	16	21	NC	27	42	NC	51	35	NC	7	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	35	344	39484	100	0	96	461	448	429	9	11	14	12	19	35	64	59	47	15	10	4
Non-Economically Disadvantaged	72	641	39986	99	0	100	483	463	461	3	4	4	4	13	16	64	67	63	28	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	984	78869	100	100	99	470	450	442	0	3	6	14	20	21	73	67	63	13	10	10
All Students (Prior Year)	90	951	75053	100	99	99	619	603	597	1	7	7	8	11	12	84	74	72	7	9	9
Female	48	464	38536	100	100	99	485	465	458	0	2	4	4	13	15	76	70	67	20	15	14
Male	60	520	40302	100	99	99	458	437	428	0	3	8	21	26	26	71	64	60	7	7	7
African American	NC	33	4015	NC	100	99	NC	436	430	NC	0	8	NC	19	24	NC	78	61	NC	3	7
Hispanic	38	255	32606	100	100	98	463	448	426	0	2	8	26	26	27	60	62	60	14	10	5
Asian/Pacific Islander	--	23	1925	--	100	99	--	452	471	--	0	3	--	10	11	--	70	64	--	20	22
American Indian/Alaskan Native	NC	16	4245	NC	89	100	NC	459	423	NC	0	9	NC	31	26	NC	46	61	NC	23	4
White	62	657	36078	100	99	99	472	451	459	0	4	4	8	18	16	78	68	66	14	10	14
Students with Disabilities	15	158	10246	100	100	100	432	382	367	0	10	18	50	41	39	50	48	40	0	1	4
Students without Disabilities	93	826	68697	99	99	98	475	463	454	0	2	4	9	16	18	76	70	67	15	12	11
Limited English Proficient Students	NC	33	15339	NC	100	100	NC	347	399	NC	9	11	NC	29	31	NC	58	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	35	343	39106	100	96	95	452	436	427	0	4	8	24	29	28	70	62	59	6	5	5
Non-Economically Disadvantaged	73	641	39837	100	100	100	479	458	457	0	3	4	9	15	14	75	69	67	16	13	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	106	1000	78906	100	99	99	511	502	498	9	9	13	8	14	19	60	55	48	23	21	20
All Students (Prior Year)	98	1011	76019	100	99	100	510	508	499	14	8	14	25	35	39	20	15	14	42	41	33
Female	55	486	38644	100	100	99	514	501	500	11	9	12	6	14	19	57	58	49	26	19	19
Male	51	514	40236	100	99	99	507	502	497	6	9	15	11	15	19	64	53	46	19	23	20
African American	NC	29	4087	NC	100	99	NC	425	481	NC	28	20	NC	24	24	NC	40	45	NC	8	11
Hispanic	32	251	31938	100	99	99	501	489	481	10	12	19	7	18	25	72	56	46	10	14	10
Asian/Pacific Islander	NC	21	1805	NC	100	98	NC	525	536	NC	5	5	NC	5	8	NC	63	45	NC	26	42
American Indian/Alaskan Native	NC	19	4593	NC	100	100	NC	464	467	NC	35	26	NC	24	29	NC	41	39	NC	0	6
White	65	680	36483	100	99	99	515	509	517	8	7	7	9	13	13	53	56	51	30	25	30
Students with Disabilities	14	130	10664	100	100	100	460	413	430	38	35	42	23	29	27	38	34	26	0	2	5
Students without Disabilities	92	870	68310	99	98	98	518	515	509	5	6	9	6	12	18	63	58	51	26	24	22
Limited English Proficient Students	NC	31	12573	NC	100	100	NC	347	454	NC	28	27	NC	28	30	NC	43	38	NC	2	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	32	340	38679	94	95	96	502	493	483	14	16	20	7	19	25	66	52	45	14	13	10
Non-Economically Disadvantaged	74	660	40295	100	100	100	514	506	513	7	6	7	8	12	13	58	57	50	27	25	30

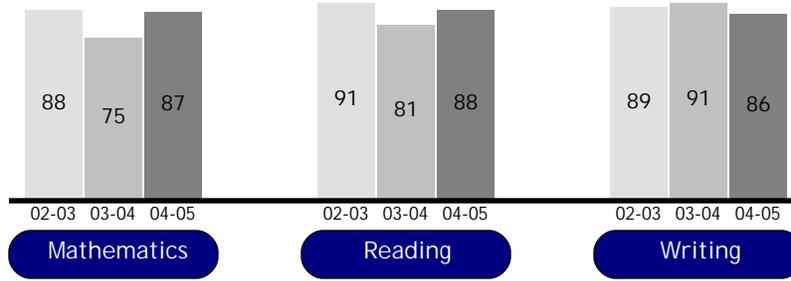
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	1002	78908	100	0	99	499	493	484	8	6	10	13	17	23	68	66	58	11	12	9
All Students (Prior Year)	98	1010	76020	100	99	100	508	509	503	19	18	25	27	24	23	35	43	40	19	15	12
Female	55	487	38648	100	0	99	505	497	489	9	5	8	8	13	22	74	69	61	9	13	10
Male	51	515	40233	100	0	99	492	489	479	6	6	12	19	20	25	62	63	55	13	11	8
African American	NC	29	4092	NC	0	99	NC	421	473	NC	16	12	NC	20	28	NC	60	54	NC	4	5
Hispanic	32	251	31940	100	0	99	497	483	465	7	7	16	14	20	32	69	65	49	10	8	3
Asian/Pacific Islander	NC	21	1805	NC	0	98	NC	505	507	NC	5	4	NC	11	13	NC	63	65	NC	21	18
American Indian/Alaskan Native	NC	19	4569	NC	0	100	NC	464	457	NC	18	18	NC	35	39	NC	47	41	NC	0	2
White	65	682	36502	100	0	99	498	499	502	9	4	4	13	15	14	67	67	67	11	14	15
Students with Disabilities	14	131	10665	100	0	100	456	410	423	38	24	30	23	36	36	31	38	31	8	3	2
Students without Disabilities	92	871	68312	99	0	98	505	505	493	3	3	7	11	14	21	74	70	62	11	13	10
Limited English Proficient Students	NC	31	12556	NC	0	100	NC	341	436	NC	21	24	NC	26	40	NC	51	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	32	341	38662	94	0	96	489	487	468	7	9	16	17	22	32	72	61	49	3	9	3
Non-Economically Disadvantaged	74	661	40315	100	0	100	503	496	498	8	4	5	11	14	15	66	68	66	14	13	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	105	1004	78750	99	100	99	505	505	500	3	4	6	32	24	29	65	71	63	0	2	2
All Students (Prior Year)	98	1009	75673	100	99	100	519	522	530	6	13	12	39	26	25	54	58	58	1	3	4
Female	54	487	38586	98	100	99	514	518	515	2	2	4	29	17	22	69	79	71	0	2	3
Male	51	517	40135	100	99	99	495	493	486	4	5	8	36	30	35	60	63	56	0	1	1
African American	NC	29	4081	NC	100	99	NC	448	488	NC	12	8	NC	20	32	NC	68	59	NC	0	2
Hispanic	31	250	31841	97	98	99	505	500	483	4	4	8	36	30	36	61	65	55	0	1	1
Asian/Pacific Islander	NC	21	1802	NC	100	98	NC	530	533	NC	0	2	NC	16	16	NC	79	75	NC	5	7
American Indian/Alaskan Native	NC	19	4586	NC	100	100	NC	487	481	NC	6	8	NC	41	37	NC	53	54	NC	0	1
White	65	685	36440	100	100	99	502	509	516	3	3	3	34	22	22	63	73	71	0	2	4
Students with Disabilities	14	131	10622	100	100	100	454	403	415	15	19	21	31	42	50	54	34	28	0	5	1
Students without Disabilities	91	873	68196	98	98	98	513	520	513	1	1	3	33	21	25	66	76	69	0	1	3
Limited English Proficient Students	NC	31	12504	NC	100	100	NC	348	451	NC	13	12	NC	45	44	NC	30	43	NC	13	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	31	342	38558	91	95	96	505	496	485	0	6	8	36	34	37	64	59	54	0	0	1
Non-Economically Disadvantaged	74	662	40260	100	100	100	505	510	514	4	2	3	31	19	21	65	76	72	0	2	4

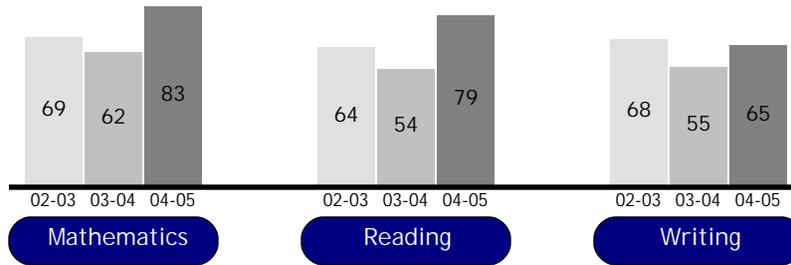
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	65	63	50	71	70	NA	58	100	61	53	47
	Language	96	61	57	43	98	59	50	50	100	55	50	47
	Mathematics	99	76	71	57	98	78	67	64	100	62	59	50
3	Reading	100	67	61	47	99	64	NA	55	99	61	52	44
	Language	100	67	65	54	100	69	64	61	99	57	48	44
	Mathematics	100	77	69	54	100	75	68	61	99	68	61	51
4	Reading	95	65	66	52	98	63	NA	56	99	58	54	48
	Language	98	57	58	48	98	58	56	52	99	62	55	49
	Mathematics	97	73	67	57	98	73	66	61	99	66	59	53
5	Reading	99	63	61	50	98	61	NA	55	100	56	57	50
	Language	99	57	53	46	98	58	51	49	100	57	56	50
	Mathematics	100	74	66	57	98	74	67	63	100	57	56	49
6	Reading	98	70	64	53	95	68	NA	56	100	57	59	51
	Language	100	63	56	45	99	62	51	48	100	52	53	47
	Mathematics	100	81	73	62	99	81	71	66	100	60	60	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/

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

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

Council Duties

- Ü Instructional Strategies
- Ü Student Discipline Policies
- Ü School Safety Issues
- Ü Budget
- Ü Strategic Planning
- Ü Staffing

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	42.00
Other Professional Staff	3.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	3	2	0	0
7 to 9 years	1	3	0	0
10 or more years	11	17	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
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 Networked Computer Lab (Grades 3-6)
- Ü Networked Computer Lab (Grades K-2)
- Ü Well Equipped Library
- Ü Technology in All Classrooms

Extracurricular Activities

- Ü Student Council
- Ü K-Kids (Community Service)
- Ü Library Club
- Ü Bobcat News (Student Newspaper)
- Ü Butterfield Activities Club
- Ü After School Tutoring Program
- Ü Homework Club
- Ü Community Schools

Social Services

- Ü Lunch/Breakfast Programs
- Ü Counseling Services
- Ü Health Services
- Ü Wellness Center Available
- Ü LINKS Intervention Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Butterfield is proud to announce that it was selected as a 2003-04 Arizona A+ School as one of the top schools in the State of Arizona.
- ü Butterfield's principal was selected as Arizona's 2000 Elementary Principal of the Year. The principal was also selected as one of 100 principals in the country to participate in the 2001 Principal's Leadership Summit in Washington, D.C.
- ü Butterfield Elementary was selected as a 1999 National Blue Ribbon School of Excellence. Only 267 schools in the United States received this honor in 1999. We have been selected as a showcase school for 2001 and 2002 Blue Ribbon National Conferences.
- ü The music program at Butterfield Elementary is central to our success and our music teacher was named the 2002 Arizona State Music Educator of the Year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	16	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	98	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

To quote from our mission, 'safe students are more able to achieve academically.' Our award-winning character education program teaches our students how to be kind, respectful, empathetic and caring individuals. A recent A+ site visitation team noted that they could not find one student being unkind to another student. We are very proud of the success of our character education program. Our theme for this coming school year is to live fit and healthy lifestyles.

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	Gayle Schmidt	(520) 579-5000
Transportation Policy	Bob Thomas	(520) 682-4789
Community Resources	Wellness Center	(520) 616-4509
School Nutrition Programs	Aramark	(520) 682-4737
Parent Organization	Teresa Rodriguez	(520) 579-5000
Student Health/Nurse	Lisa Reesing	(520) 579-5000

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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