



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

8045 E. Portobello Ave., Mesa, AZ 85212

Gilbert 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)

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

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

School Overview

Principal/Administrator : Dr. Karen Kaye Coleman
Schedule : 8:00 AM to 4:00 PM
Grades : Pre-K-6
2004 Enrollment : 845
Web Address : gilbert.k12.az.us/info/schools/boulder/boulde
Phone Number : (480) 507-1404
Fax Number : (480) 507-1666
E-mail : karen_coleman@gilbert.k12.az.us

Mission

The mission of the Boulder Creek Elementary Community is to provide quality education in a safe, positive and nurturing environment, respecting all individuals, while challenging them to achieve their full potential.

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

- To build a school-community partnership which involves parents, teachers, students and our business community.
To integrate the Character Counts! program and our school theme into all aspects of our school. Each month a new character trait is explored. They include Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

Enrollment

October 1, 2003 School Year Student Enrollment : 856
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 23

Instructional Programs

- Ü On-site Special Education
- Ü Integrated Curriculum/Instruction
- Ü Gifted
- Ü ELL Instruction

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/30/2004
Last Day of School :	3/15/2005

Shared Responsibilities

School

We adhere to high academic standards for all students. We emphasize a school-community partnership. School safety and activities to enhance self-esteem are given high priority. Special area classes assist students in meeting their goals.

Parents

Parents are encouraged to participate at Boulder Creek through the PTA, and the classroom volunteer program. It is the parents' responsibility for ensuring their children arrive on time, in appropriate attire, with completed assignments.

Transportation Policy

Boulder Creek serves an area which is approx. 10 square miles in size. The square mile adjacent to the school is densely populated and students walk or ride bicycles. Crossing guards assist students at two different locations before and after school.

School Honors

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

Award/Honor	Year
Ü Several Health Room Certificates	2001
Ü Numerous Chess Club Trophies	2001
Ü Reading Renaissance Master School 2 years	2003
Ü Battle of the Books 1st Place Winners 3 Years in a Row	2003

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	122	2770	75509	100	100	100	533	541	521	6	6	13	23	17	23	38	35	33	33	42	31
All Students (Prior Year)	107	2623	75372	99	99	100	533	539	523	1	3	9	16	16	25	54	40	36	29	40	30
Female	59	1380	37013	98	100	100	531	543	522	4	5	12	21	17	24	46	34	33	30	44	31
Male	63	1390	38430	100	99	99	535	538	521	8	7	14	25	17	22	31	36	33	36	40	31
African American	NC	109	3660	NC	100	99	NC	509	496	NC	10	24	NC	37	31	NC	34	28	NC	19	18
Hispanic	27	412	30486	96	100	99	511	523	505	5	10	18	33	23	29	48	34	32	14	33	21
Asian/Pacific Islander	--	111	1780	--	100	98	--	559	549	--	3	5	--	15	13	--	29	33	--	53	50
American Indian/Alaskan Native	NC	23	4075	NC	100	100	NC	522	486	NC	5	28	NC	20	34	NC	50	26	NC	25	12
White	86	2113	35192	100	99	99	542	544	534	6	5	8	21	15	19	33	36	35	41	45	39
Students with Disabilities	19	351	9708	100	100	100	514	512	489	11	19	32	47	27	27	16	27	24	26	26	17
Students without Disabilities	103	2419	65801	96	98	98	537	543	525	5	4	11	19	16	23	42	36	34	34	44	33
Limited English Proficient Students	10	123	16928	100	100	100	510	499	485	0	11	29	50	43	33	25	30	26	25	15	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	24	343	36411				511	515	503	5	11	19	38	26	29	43	38	32	14	26	20
Non-Economically Disadvantaged	98	2427	39040				538	544	534	6	5	8	20	16	19	37	35	34	37	44	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	122	2774	75492	100	100	100	525	533	519	8	4	12	18	11	16	45	50	47	29	35	24
All Students (Prior Year)	107	2633	75221	99	99	100	536	535	523	0	2	8	8	8	16	66	61	56	26	28	21
Female	59	1382	37014	98	100	100	534	538	523	2	3	10	16	9	15	47	48	48	35	40	27
Male	63	1392	38400	100	99	99	517	528	516	14	6	14	20	12	17	42	53	47	24	29	21
African American	NC	110	3665	NC	100	99	NC	514	505	NC	10	20	NC	22	22	NC	47	43	NC	20	14
Hispanic	27	413	30438	96	100	99	508	524	508	19	7	17	19	15	21	52	51	47	10	27	15
Asian/Pacific Islander	--	111	1773	--	100	98	--	538	534	--	3	4	--	7	10	--	49	50	--	41	36
American Indian/Alaskan Native	NC	23	4081	NC	100	100	NC	516	498	NC	0	25	NC	30	26	NC	65	40	NC	5	8
White	86	2113	35177	100	99	99	531	535	528	5	4	8	16	9	13	43	50	49	36	37	31
Students with Disabilities	19	352	9707	100	100	100	499	512	495	26	18	33	37	17	21	26	46	33	11	19	13
Students without Disabilities	103	2422	65785	96	98	98	531	535	522	4	3	10	14	10	16	48	51	49	33	36	26
Limited English Proficient Students	10	123	16905	100	100	100	514	504	489	25	15	34	0	26	28	50	54	32	25	4	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	24	344	36302				507	518	507	14	9	18	33	20	21	43	48	46	10	23	14
Non-Economically Disadvantaged	98	2430	39164				530	535	528	6	4	8	15	9	13	45	51	48	34	36	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	122	2766	75053	100	99	99	602	615	597	4	5	7	11	8	12	80	76	72	4	10	9
All Students (Prior Year)	106	2563	73654	98	97	99	539	542	530	1	3	9	8	7	13	85	78	70	5	11	7
Female	60	1377	36872	100	100	99	614	640	621	3	3	5	9	6	9	83	76	74	5	14	12
Male	62	1389	38109	100	99	99	590	589	573	5	7	10	14	11	14	78	76	69	3	6	6
African American	NC	108	3636	NC	100	99	NC	571	568	NC	10	12	NC	7	16	NC	78	67	NC	4	6
Hispanic	28	413	30235	100	100	98	567	603	575	14	7	9	18	8	14	68	76	70	0	9	6
Asian/Pacific Islander	--	110	1768	--	99	98	--	643	651	--	2	3	--	5	5	--	78	72	--	15	19
American Indian/Alaskan Native	NC	23	4044	NC	100	99	NC	593	550	NC	0	13	NC	15	17	NC	85	66	NC	0	4
White	85	2109	35028	100	99	99	613	618	613	2	4	6	11	9	10	81	76	73	6	11	11
Students with Disabilities	18	351	9625	100	100	100	575	569	530	6	14	21	22	16	21	67	64	55	6	6	4
Students without Disabilities	104	2415	65428	97	98	98	607	620	604	4	4	6	9	8	11	83	78	73	4	11	10
Limited English Proficient Students	10	123	16765	100	100	100	583	561	525	0	7	17	25	15	20	75	76	60	0	2	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	25	343	36077				574	580	566	9	9	10	14	11	16	77	75	69	0	5	5
Non-Economically Disadvantaged	97	2423	38950				608	619	618	3	4	5	11	8	9	81	76	73	5	11	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	136	2691	76019	100	100	100	502	512	499	8	7	14	40	35	39	15	17	14	36	41	33
All Students (Prior Year)	105	2679	76230	100	99	100	513	513	498	1	4	12	39	34	38	14	15	12	46	47	37
Female	75	1281	37207	100	99	100	505	511	499	7	6	12	44	38	41	14	17	14	36	39	33
Male	61	1401	38677	100	100	100	499	512	498	10	8	15	36	32	38	17	17	13	36	43	34
African American	NC	99	3817	NC	93	100	NC	482	475	NC	15	23	NC	52	47	NC	12	11	NC	22	18
Hispanic	34	406	29458	100	98	100	481	492	480	14	12	20	48	48	48	14	15	12	24	25	20
Asian/Pacific Islander	NC	85	1673	NC	96	99	NC	526	531	NC	1	4	NC	26	29	NC	25	14	NC	47	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	494	466	NC	9	28	NC	43	49	NC	22	10	NC	26	13
White	96	2035	35880	100	99	100	509	516	515	6	5	7	39	32	32	17	17	16	39	45	45
Students with Disabilities	20	340	9786	100	100	100	459	475	457	40	28	39	35	40	40	5	9	7	20	23	13
Students without Disabilities	116	2351	66233	98	98	99	510	515	503	3	5	11	41	35	39	17	18	14	39	43	35
Limited English Proficient Students	NC	82	15206	NC	100	100	NC	469	459	NC	10	31	NC	74	53	NC	13	7	NC	3	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	25	352	35714				495	494	480	10	13	20	48	45	47	14	15	12	29	28	20
Non-Economically Disadvantaged	111	2339	40266				504	514	513	8	6	9	39	34	33	15	17	15	37	43	43

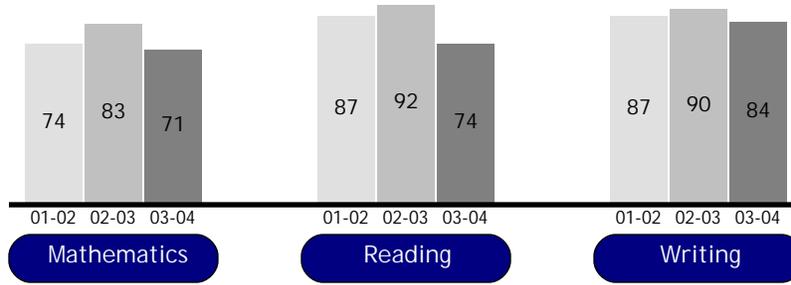
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	2700	76020	100	100	100	511	511	503	13	13	25	23	20	23	50	50	40	15	17	12
All Students (Prior Year)	104	2678	76202	100	99	100	519	514	505	5	6	19	12	19	24	63	58	46	20	17	11
Female	75	1283	37213	100	100	100	510	512	504	16	11	22	15	20	23	53	50	42	15	19	13
Male	61	1402	38666	100	100	100	513	510	501	9	15	29	33	20	22	45	49	38	14	16	12
African American	NC	99	3819	NC	93	100	NC	502	494	NC	27	37	NC	22	26	NC	41	31	NC	9	6
Hispanic	34	406	29442	100	98	99	494	501	494	34	22	37	17	25	26	48	46	31	0	8	6
Asian/Pacific Islander	NC	85	1672	NC	96	99	NC	513	513	NC	7	12	NC	20	19	NC	54	49	NC	20	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	501	489	NC	13	48	NC	35	25	NC	43	24	NC	9	3
White	96	2036	35890	100	100	100	517	513	511	5	11	15	26	19	20	51	51	48	18	19	18
Students with Disabilities	20	343	9784	100	100	100	491	496	485	60	38	58	25	25	19	5	27	19	10	9	4
Students without Disabilities	116	2357	66236	98	98	99	515	512	504	5	11	23	23	20	23	58	51	42	15	18	13
Limited English Proficient Students	NC	82	15198	NC	100	100	NC	488	483	NC	32	59	NC	52	25	NC	16	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	25	352	35703				505	501	494	5	20	37	29	23	26	67	50	31	0	6	6
Non-Economically Disadvantaged	111	2348	40274				513	512	509	15	12	17	22	20	20	46	50	47	17	19	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	136	2697	75673	100	100	100	528	555	530	15	7	12	27	20	25	53	66	58	5	6	4
All Students (Prior Year)	102	2627	74692	98	97	99	519	520	502	8	7	18	26	23	27	56	59	47	11	11	8
Female	75	1282	37099	100	100	100	538	575	548	12	4	8	21	14	22	62	74	64	5	8	6
Male	61	1402	38441	100	100	99	515	537	513	19	10	16	36	26	29	41	59	52	3	5	3
African American	NC	99	3791	NC	93	99	NC	521	506	NC	8	18	NC	37	29	NC	52	50	NC	3	3
Hispanic	34	404	29305	100	97	99	510	535	507	24	9	16	17	22	31	55	64	51	3	4	2
Asian/Pacific Islander	NC	85	1665	NC	96	99	NC	582	573	NC	4	6	NC	16	16	NC	70	67	NC	11	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	552	492	NC	9	19	NC	22	33	NC	70	46	NC	0	1
White	96	2035	35760	100	99	99	531	560	550	13	6	9	31	20	21	52	67	64	4	7	6
Students with Disabilities	20	344	9706	100	100	100	456	493	462	45	27	36	35	31	32	15	38	31	5	3	1
Students without Disabilities	116	2353	65967	98	98	99	541	560	536	10	5	10	26	20	25	59	69	60	5	7	5
Limited English Proficient Students	NC	82	15115	NC	100	100	NC	484	471	NC	29	26	NC	35	38	NC	32	35	NC	3	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	25	351	35541				504	534	504	14	10	17	24	24	31	62	63	50	0	2	2
Non-Economically Disadvantaged	111	2346	40091				533	558	550	15	6	9	28	20	21	51	67	64	5	7	6

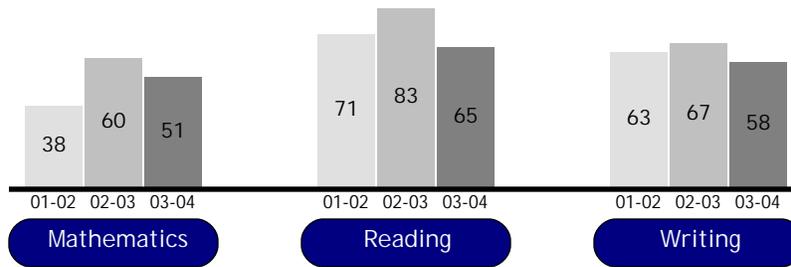
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 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	93	61	64	44	97	69	68	50	96	71	NA	58
	Language	95	60	60	39	98	65	62	43	98	70	63	50
	Mathematics	95	70	70	52	98	79	72	57	98	84	76	64
3	Reading	92	61	64	43	99	63	67	47	100	64	NA	55
	Language	94	68	72	50	100	73	72	54	100	70	76	61
	Mathematics	93	61	68	50	100	63	70	54	100	65	72	61
4	Reading	93	75	68	47	99	74	73	52	100	68	NA	56
	Language	93	67	62	45	98	68	66	48	100	70	66	52
	Mathematics	94	71	71	52	99	79	74	57	100	76	73	61
5	Reading	94	58	64	46	100	68	69	50	100	67	NA	55
	Language	94	54	59	43	100	64	63	46	100	61	63	49
	Mathematics	95	52	73	54	99	75	76	57	100	77	77	63
6	Reading	88	55	67	49	99	67	69	53	100	69	NA	56
	Language	90	51	60	42	97	61	63	45	100	60	64	48
	Mathematics	91	62	78	58	99	75	80	62	100	77	81	66

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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Planning Special Events
- Ü Liaison to PTA
- Ü School/Community Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	49.00
Other Professional Staff	5.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	4	0	0
4 to 6 years	8	6	0	0
7 to 9 years	2	6	0	0
10 or more years	7	14	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	41
Core academic classes taught by Highly Qualified (NCLB) teachers.	103
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Rock Wall
- Ü Access to Media/Video/Phone/Technology

Extracurricular Activities

- Ü Student Council
- Ü Peer Mediators
- Ü Chorus
- Ü Intramural Sports and Fun Runs
- Ü Chess Club
- Ü Battle of the Books Team

Social Services

- Ü Social Worker
- Ü Parenting Program (Grades K-6)
- Ü Health Services
- Ü Recreational Activities
- Ü Monthly Immunization Clinic
- Ü Monthly Food Box Distribution

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü PTA and Staff have prompted several events. We had a Bulldog BoneAnza, Holiday Dinner, Family BBQ, and Ice Cream Social. Businesses have donated generously.
- ü We have two teachers for Character Counts. Teachers have been trained and are implementing Character Counts.
- ü Our Battle of the Books Team won the First place District trophy three years in a row.
- ü We are a Master School through Reading Renaissance. This program recognizes schools that have less than 15 percent at risk students in reading.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	7	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	97	98	98	94
Retention Rate ⁹	2	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	64	50
Grades 3-4	87	90
Grades 4-5	55	73
Grades 5-6	78	77

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

Boulder Creek utilizes peer mediation for conflicts. We also have a Safety Patrol to assist with the safe arrival and departure of students. We have a social worker who works individually and in small groups with students that have special needs.

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) :

3

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	Karen Coleman	(480) 507-1404
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Krista Fancy	(480) 507-1404
School Nutrition Programs	Deb McCarron	(480) 497-3370
Parent Organization	Kim Davis	(480) 507-1404
Student Health/Nurse	Lora Smith	(480) 507-1404

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.

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.

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

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

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

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

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

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

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

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

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

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

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

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

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