



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

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.

School Overview

Principal/Administrator : Dr. Karen Kaye Coleman
Schedule : 08:00 AM to 04:00 PM
Grades : Pre-K-6
2005 Enrollment : 871
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 promote a safe nurturing environment that can offer opportunities for students to become independent, lifelong learners who are confident high achieving readers, innovative expressive writers, strong mathematicians who are also contributing members of society well versed in sciences, social studies, and the arts that will enable them to succeed in a multi-cultural global society.

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

- 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, 2004 School Year Student Enrollment : 918
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 35

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 :	8/10/2005
Last Day of School :	5/25/2006

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 PTSO, 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. 6.5 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 3 years	2005
Ü Battle of the Books District Winner 3 years in a row	2004

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	130	2879	79306	99	100	99	474	478	445	3	2	10	8	8	18	57	50	51	33	40	20
All Students (Prior Year)	122	2770	75509	100	100	100	533	541	521	6	6	13	23	17	23	38	35	33	33	42	31
Female	64	1409	38691	100	100	99	459	475	446	3	3	10	15	8	18	60	53	52	22	37	20
Male	66	1470	40583	99	100	99	489	481	445	2	2	11	0	8	18	54	48	50	44	43	21
African American	NC	119	4041	NC	100	99	NC	453	426	NC	6	17	NC	15	23	NC	59	50	NC	20	10
Hispanic	32	468	32869	100	100	99	452	456	429	7	4	15	13	14	25	67	57	51	13	24	10
Asian/Pacific Islander	NC	137	1935	NC	98	99	NC	494	474	NC	1	3	NC	2	9	NC	49	48	NC	48	40
American Indian/Alaskan Native	NC	28	4264	NC	100	100	NC	468	419	NC	0	19	NC	8	30	NC	56	45	NC	36	6
White	81	2127	36197	99	100	99	480	483	463	1	2	5	7	6	11	54	48	53	38	44	31
Students with Disabilities	19	380	10321	100	100	100	442	433	389	6	12	30	13	20	27	81	50	34	0	18	9
Students without Disabilities	111	2499	69060	98	99	98	479	485	454	2	1	7	7	6	17	53	50	54	38	43	22
Limited English Proficient Students	14	122	15509	100	100	100	435	409	406	13	6	20	13	25	30	67	55	45	7	14	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	36	581	39415	100	100	96	457	459	431	6	5	15	16	13	25	50	57	50	28	25	10
Non-Economically Disadvantaged	94	2298	39966	88	89	100	480	483	459	1	2	6	5	6	12	60	49	52	34	43	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	130	2877	79395	99	0	99	467	475	446	2	1	9	15	13	25	71	66	55	12	20	11
All Students (Prior Year)	122	2774	75492	100	100	100	525	533	519	8	4	12	18	11	16	45	50	47	29	35	24
Female	64	1408	38743	100	0	100	462	479	451	3	1	7	17	10	24	70	67	57	10	22	12
Male	66	1469	40618	99	0	99	473	471	440	0	1	11	14	15	27	73	66	53	14	18	9
African American	NC	119	4052	NC	0	100	NC	455	434	NC	3	11	NC	26	29	NC	63	54	NC	8	6
Hispanic	32	468	32915	100	0	99	443	454	426	3	2	15	30	23	35	67	66	47	0	9	4
Asian/Pacific Islander	NC	137	1936	NC	0	99	NC	485	468	NC	1	3	NC	8	14	NC	66	63	NC	25	19
American Indian/Alaskan Native	NC	28	4271	NC	0	100	NC	471	420	NC	0	15	NC	12	42	NC	68	41	NC	20	2
White	81	2125	36221	99	0	99	473	480	465	1	1	4	11	10	15	75	67	63	13	22	17
Students with Disabilities	19	379	10331	100	0	100	446	432	388	6	5	25	19	34	37	75	55	34	0	6	4
Students without Disabilities	111	2498	69139	98	0	99	470	481	454	1	1	7	15	9	24	71	68	58	14	22	11
Limited English Proficient Students	14	122	15545	100	0	100	425	405	399	7	6	21	53	39	42	40	54	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	36	581	39484	100	0	96	445	458	429	6	3	14	31	22	35	56	64	47	6	10	4
Non-Economically Disadvantaged	94	2296	39986	88	0	100	475	479	461	0	1	4	9	10	16	77	67	63	14	22	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	128	2876	78869	98	100	99	474	468	442	1	3	6	8	12	21	78	70	63	13	15	10
All Students (Prior Year)	122	2766	75053	100	99	99	602	615	597	4	5	7	11	8	12	80	76	72	4	10	9
Female	64	1409	38536	100	100	99	480	480	458	0	2	4	7	8	15	82	71	67	12	20	14
Male	64	1467	40302	96	100	99	467	455	428	2	4	8	10	16	26	74	69	60	14	11	7
African American	NC	120	4015	NC	100	99	NC	451	430	NC	5	8	NC	12	24	NC	73	61	NC	9	7
Hispanic	32	468	32606	100	100	98	463	451	426	0	3	8	10	17	27	80	68	60	10	12	5
Asian/Pacific Islander	NC	136	1925	NC	97	99	NC	487	471	NC	2	3	NC	7	11	NC	69	64	NC	23	22
American Indian/Alaskan Native	NC	28	4245	NC	100	100	NC	474	423	NC	0	9	NC	8	26	NC	84	61	NC	8	4
White	79	2124	36078	96	100	99	474	470	459	1	2	4	8	11	16	79	70	66	12	16	14
Students with Disabilities	19	380	10246	100	100	100	432	408	367	6	9	18	31	33	39	56	54	40	6	3	4
Students without Disabilities	109	2496	68697	96	99	98	480	477	454	0	2	4	5	9	18	81	73	67	14	17	11
Limited English Proficient Students	14	122	15339	100	100	100	439	412	399	0	4	11	20	20	31	80	70	54	0	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	35	580	39106	100	100	95	448	449	427	3	4	8	16	18	28	75	70	59	6	7	5
Non-Economically Disadvantaged	93	2296	39837	87	89	100	483	472	457	0	2	4	6	11	14	79	70	67	15	17	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	120	2914	78906	100	100	99	517	525	498	3	4	13	15	10	19	60	52	48	22	33	20
All Students (Prior Year)	136	2691	76019	100	100	100	502	512	499	8	7	14	40	35	39	15	17	14	36	41	33
Female	65	1440	38644	100	100	99	518	526	500	2	4	12	18	10	19	55	54	49	25	33	19
Male	55	1473	40236	100	99	99	515	524	497	4	5	15	12	11	19	66	51	46	18	33	20
African American	NC	137	4087	NC	97	99	NC	501	481	NC	9	20	NC	20	24	NC	56	45	NC	15	11
Hispanic	25	488	31938	96	100	99	490	508	481	9	7	19	14	17	25	73	56	46	5	21	10
Asian/Pacific Islander	NC	121	1805	NC	98	98	NC	552	536	NC	3	5	NC	5	8	NC	39	45	NC	54	42
American Indian/Alaskan Native	NC	23	4593	NC	100	100	NC	513	467	NC	0	26	NC	14	29	NC	71	39	NC	14	6
White	88	2145	36483	100	100	99	523	529	517	1	4	7	15	8	13	59	52	51	25	36	30
Students with Disabilities	13	376	10664	100	100	100	479	461	430	17	23	42	42	27	27	25	41	26	17	8	5
Students without Disabilities	107	2538	68310	100	99	98	521	535	509	1	1	9	12	8	18	65	54	51	22	37	22
Limited English Proficient Students	NC	92	12573	NC	100	100	NC	425	454	NC	17	27	NC	25	30	NC	49	38	NC	10	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	30	588	38679	100	100	96	494	507	483	4	9	20	20	18	25	68	54	45	8	20	10
Non-Economically Disadvantaged	90	2326	40295	93	89	100	523	529	513	2	3	7	14	8	13	58	52	50	26	36	30

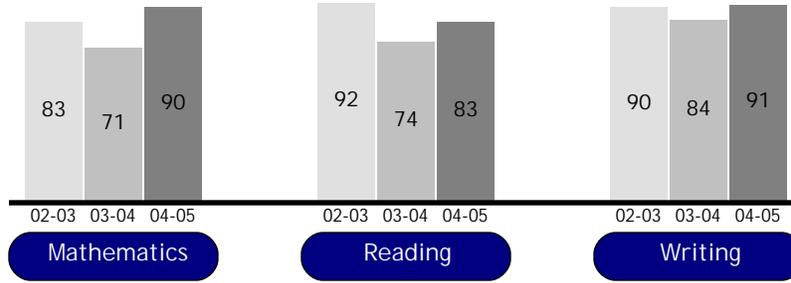
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	2914	78908	100	0	99	496	507	484	3	3	10	20	13	23	69	68	58	8	16	9
All Students (Prior Year)	136	2700	76020	100	100	100	511	511	503	13	13	25	23	20	23	50	50	40	15	17	12
Female	65	1439	38648	100	0	99	500	513	489	2	2	8	18	11	22	70	68	61	11	20	10
Male	55	1474	40233	100	0	99	492	501	479	4	4	12	22	15	25	68	69	55	6	13	8
African American	NC	136	4092	NC	0	99	NC	482	473	NC	9	12	NC	24	28	NC	56	54	NC	11	5
Hispanic	25	489	31940	96	0	99	467	493	465	9	5	16	36	18	32	55	70	49	0	7	3
Asian/Pacific Islander	NC	121	1805	NC	0	99	NC	515	507	NC	5	4	NC	9	13	NC	62	65	NC	24	18
American Indian/Alaskan Native	NC	23	4569	NC	0	100	NC	502	457	NC	0	18	NC	10	39	NC	86	41	NC	5	2
White	88	2145	36502	100	0	99	505	511	502	1	2	4	15	11	14	73	69	67	11	18	15
Students with Disabilities	13	375	10665	100	0	100	462	450	423	25	15	30	42	36	36	25	45	31	8	4	2
Students without Disabilities	107	2539	68312	100	0	98	501	516	493	0	1	7	17	9	21	74	72	62	9	18	10
Limited English Proficient Students	NC	93	12556	NC	0	100	NC	403	436	NC	17	24	NC	31	40	NC	50	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	30	589	38662	100	0	96	475	491	468	8	6	16	32	22	32	60	65	49	0	8	3
Non-Economically Disadvantaged	90	2325	40315	93	0	100	503	511	498	1	2	5	16	11	15	72	69	66	11	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	2917	78750	100	100	99	518	520	500	3	3	6	22	20	29	72	75	63	4	3	2
All Students (Prior Year)	136	2697	75673	100	100	100	528	555	530	15	7	12	27	20	25	53	66	58	5	6	4
Female	65	1439	38586	100	100	99	533	534	515	0	2	4	16	13	22	77	82	71	7	4	3
Male	55	1477	40135	100	100	99	501	507	486	6	4	8	28	27	35	66	68	56	0	2	1
African American	NC	136	4081	NC	96	99	NC	505	488	NC	4	8	NC	29	32	NC	65	59	NC	3	2
Hispanic	25	490	31841	96	100	99	514	512	483	5	3	8	18	24	36	77	71	55	0	1	1
Asian/Pacific Islander	NC	121	1802	NC	98	98	NC	534	533	NC	4	2	NC	15	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	NC	23	4586	NC	100	100	NC	524	481	NC	0	8	NC	5	37	NC	95	54	NC	0	1
White	88	2147	36440	100	100	99	519	522	516	3	3	3	23	19	22	70	76	71	5	3	4
Students with Disabilities	13	377	10622	100	100	100	459	446	415	8	13	21	83	50	50	8	38	28	0	0	1
Students without Disabilities	107	2540	68196	100	99	98	526	531	513	2	1	3	14	15	25	80	80	69	4	3	3
Limited English Proficient Students	NC	93	12504	NC	100	100	NC	427	451	NC	8	12	NC	39	44	NC	53	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	30	588	38558	100	100	96	504	507	485	4	5	8	24	28	37	72	66	54	0	1	1
Non-Economically Disadvantaged	90	2329	40260	93	89	100	522	523	514	2	3	3	21	18	21	72	77	72	5	3	4

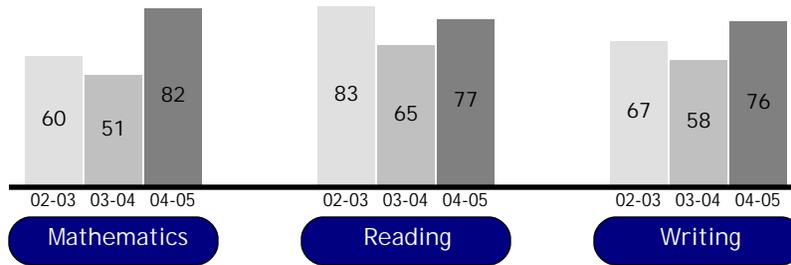
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 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 2005-06

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 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	4	0	0
4 to 6 years	13	6	0	0
7 to 9 years	2	4	1	0
10 or more years	6	13	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	49
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 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 2004-05

School Achievements/Accomplishments 2004-05

- ü PTSO and Staff have prompted several events. We had a Bulldog BoneAnza, Holiday Dinner, Family BBQ, and Ice Cream Social. Businesses have donated generously.
  
- ü Teachers have been trained and are implementing Character Counts. Character Counts is a program that teaches the 6 pillars of character.
  
- 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. We have achieved this honor 3 years in a row.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	9	12	12	17
Transfers In Rate <sup>6</sup>	18	28	28	37
Stability Rate <sup>7</sup>	90	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

Boulder Creek utilizes peer mediation and peaceful playground for conflicts. 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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

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	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	Mike Cottrell	(480) 507-1404
Student Health/Nurse	Kathy Hops	(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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

## TITLE I TERMS

### Title I School Improvement Year 1

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

### Title I School Improvement Year 2

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

### Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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