

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

20750 S. 214th Street, Queen Creek, AZ 85242

Queen Creek 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	Excelling
2003-04	Not Evaluated
2002-03	New School

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

### School Overview

Principal/Administrator : Mrs. Laura Valenciano  
 Schedule : 08:00 AM to 04:30 PM  
 Grades : Pre-K-5  
 2005 Enrollment : 451  
 Web Address : [www.qcusd.org/jbe/](http://www.qcusd.org/jbe/)  
 Phone Number : (480) 987-7400  
 Fax Number : (480) 987-7415  
 E-mail : [lvalenciano@qcusd.org](mailto:lvalenciano@qcusd.org)

### Mission

Barnes School in partnership with students, parents and community members, is committed to provide a quality education in a safe, positive and nurturing environment respecting all individuals while challenging them to achieve to their full potential.

### 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 Increase the percentage of students achieving at the meets or exceeds level on the state administered test.
- ü Students will be encouraged to become lifelong readers and will improve their independent reading skills using the principles of Accelerated Reader.
- ü Provide a recess before lunch program in order to encourage healthier eating habits for students. An increase in healthy food consumption, students' classroom readiness and decrease in playground discipline referrals will determine program's success.

### Enrollment

October 1, 2004 School Year Student Enrollment : 541  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 50

Instructional Programs

- ü Standards-Based Instruction
- ü On-site Special Education
- ü Integrated Curriculum/Instruction
- ü Gifted Classes
- ü Full Day Kindergarten
- ü Special Education Pre-school
- ü Music and Physical Education Curriculum

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/26/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Barnes Elementary will provide a safe and orderly climate conducive to learning, maintain high academic expectations, provide instructional leadership, monitor students' progress, establish positive home/school relations and increase time-on-task.

Parents

Parents should communicate and work cooperatively with teachers; model a positive attitude toward school; provide time for homework; participate in school activities; ensure children come to school on time ready to learn; support school discipline.

Transportation Policy

Bus transportation is a privilege typically provided to and from school for students who live more than a mile from the school campus and reside within the school boundaries. Students are to be at the bus stop no more than 10 minutes before the bus arrival. School and bus rules apply during travel times. Students may ride bicycles and should wear helmets. No scooters, skates, or skateboards are permitted. Walking and cycle students are expected to follow all traffic rules.

School Honors

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

Award/Honor

Year

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	109	267	79306	97	99	99	464	462	445	2	4	10	9	12	18	62	58	51	27	26	20
All Students (Prior Year)	64	199	75509	98	100	100	540	553	521	5	4	13	23	19	23	31	25	33	41	52	31
Female	54	132	38691	98	99	99	466	460	446	0	4	10	9	13	18	69	60	52	22	23	20
Male	55	135	40583	96	99	99	461	464	445	4	5	11	9	10	18	54	56	50	33	29	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	26	72	32869	96	100	99	452	446	429	5	10	15	14	20	25	62	51	51	19	19	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	81	186	36197	98	99	99	468	468	463	1	2	5	7	9	11	61	59	53	30	29	31
Students with Disabilities	10	28	10321	100	100	100	381	417	389	22	20	30	33	20	27	33	52	34	11	8	9
Students without Disabilities	99	239	69060	97	97	98	473	468	454	0	2	7	6	11	17	65	59	54	29	28	22
Limited English Proficient Students	NC	23	15509	NC	100	100	NC	401	406	NC	20	20	NC	30	30	NC	45	45	NC	5	5
Migrant Students	NC	20	118	NC	NA	NA	NC	432	419	NC	20	25	NC	15	21	NC	55	50	NC	10	3
Economically Disadvantaged	16	59	39415	100	97	96	461	448	431	7	11	15	13	25	25	60	44	50	20	20	10
Non-Economically Disadvantaged	93	208	39966	97	100	100	464	467	459	1	2	6	8	7	12	62	62	52	29	28	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	109	267	79395	97	0	99	466	463	446	2	4	9	10	13	25	70	68	55	18	15	11
All Students (Prior Year)	64	199	75492	98	100	100	528	540	519	5	3	12	18	12	16	44	47	47	33	38	24
Female	54	132	38743	98	0	100	471	465	451	0	2	7	13	15	24	73	67	57	13	16	12
Male	55	135	40618	96	0	99	462	460	440	4	6	11	7	11	27	67	69	53	22	14	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	26	72	32915	96	0	99	457	441	426	5	12	15	14	25	35	81	58	47	0	5	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	81	186	36221	98	0	99	470	470	465	1	1	4	7	9	15	68	72	63	23	18	17
Students with Disabilities	10	28	10331	100	0	100	383	417	388	22	16	25	22	20	37	44	56	34	11	8	4
Students without Disabilities	99	239	69139	97	0	99	476	468	454	0	2	7	9	12	24	73	70	58	18	16	11
Limited English Proficient Students	NC	23	15545	NC	0	100	NC	388	399	NC	25	21	NC	40	42	NC	35	35	NC	0	1
Migrant Students	NC	20	120	NC	NA	NA	NC	415	414	NC	30	20	NC	25	45	NC	45	35	NC	0	0
Economically Disadvantaged	16	59	39484	100	0	96	461	444	429	7	11	14	20	25	35	47	49	47	27	15	4
Non-Economically Disadvantaged	93	208	39986	97	0	100	468	468	461	1	2	4	8	9	16	75	74	63	16	15	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	109	267	78869	97	99	99	481	463	442	0	1	6	10	18	21	64	65	63	26	16	10
All Students (Prior Year)	64	198	75053	98	100	99	596	627	597	7	3	7	16	10	12	67	75	72	10	12	9
Female	54	132	38536	98	99	99	488	475	458	0	0	4	4	14	15	76	69	67	20	17	14
Male	55	135	40302	96	99	99	475	452	428	0	3	8	15	22	26	53	61	60	32	14	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	27	73	32606	100	100	98	463	441	426	0	3	8	14	27	27	73	62	60	14	8	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	80	185	36078	96	99	99	488	470	459	0	1	4	9	16	16	61	65	66	30	18	14
Students with Disabilities	10	28	10246	100	100	100	414	415	367	0	4	18	11	28	39	78	64	40	11	4	4
Students without Disabilities	99	239	68697	97	97	98	489	469	454	0	1	4	10	17	18	63	65	67	28	17	11
Limited English Proficient Students	NC	23	15339	NC	100	100	NC	383	399	NC	10	11	NC	40	31	NC	50	54	NC	0	3
Migrant Students	NC	20	119	NC	NA	NA	NC	411	402	NC	10	16	NC	35	30	NC	55	53	NC	0	1
Economically Disadvantaged	16	59	39106	100	97	95	463	440	427	0	2	8	27	35	28	53	55	59	20	9	5
Non-Economically Disadvantaged	93	208	39837	97	100	100	485	470	457	0	1	4	6	13	14	66	68	67	27	18	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	93	234	78906	100	99	99	521	514	498	4	7	13	14	13	19	54	56	48	29	25	20
All Students (Prior Year)	72	214	76019	100	100	100	515	513	499	2	4	14	43	39	39	5	14	14	51	43	33
Female	42	117	38644	100	98	99	526	515	500	0	5	12	18	13	19	50	56	49	32	26	19
Male	51	117	40236	100	100	99	517	512	497	7	8	15	11	12	19	57	56	46	26	24	20
African American	NC	10	4087	NC	100	99	NC	502	481	NC	0	20	NC	0	24	NC	100	45	NC	0	11
Hispanic	26	62	31938	100	100	99	509	502	481	5	16	19	9	11	25	77	60	46	9	13	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	60	158	36483	98	98	99	527	518	517	4	3	7	16	14	13	42	53	51	38	30	30
Students with Disabilities	NC	28	10664	NC	100	100	NC	436	430	NC	30	42	NC	22	27	NC	43	26	NC	4	5
Students without Disabilities	84	206	68310	95	97	98	526	524	509	1	3	9	14	11	18	53	57	51	32	28	22
Limited English Proficient Students	NC	14	12573	NC	100	100	NC	376	454	NC	58	27	NC	0	30	NC	42	38	NC	0	5
Migrant Students	NC	17	125	NC	NA	NA	NC	491	476	NC	24	18	NC	18	35	NC	47	42	NC	12	5
Economically Disadvantaged	17	58	38679	77	85	96	514	509	483	0	9	20	19	15	25	56	59	45	25	17	10
Non-Economically Disadvantaged	76	176	40295	100	100	100	522	516	513	5	6	7	13	12	13	53	54	50	30	28	30

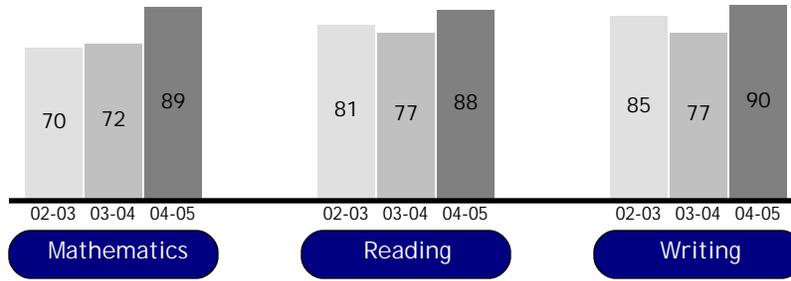
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	235	78908	100	0	99	505	497	484	6	5	10	16	14	23	59	69	58	19	12	9
All Students (Prior Year)	72	214	76020	100	100	100	509	506	503	8	10	25	22	24	23	57	54	40	14	12	12
Female	42	118	38648	100	0	99	510	499	489	3	3	8	18	15	22	56	68	61	24	14	10
Male	51	117	40233	100	0	99	501	495	479	9	7	12	15	13	25	61	70	55	15	10	8
African American	NC	10	4092	NC	0	99	NC	488	473	NC	0	12	NC	25	28	NC	75	54	NC	0	5
Hispanic	26	62	31940	100	0	99	478	478	465	14	13	16	27	25	32	55	60	49	5	2	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	60	159	36502	98	0	99	517	504	502	4	2	4	11	9	14	60	72	67	25	16	15
Students with Disabilities	NC	29	10665	NC	0	100	NC	428	423	NC	22	30	NC	26	36	NC	48	31	NC	4	2
Students without Disabilities	84	206	68312	95	0	98	510	506	493	4	3	7	15	13	21	60	72	62	21	13	10
Limited English Proficient Students	NC	14	12556	NC	0	100	NC	364	436	NC	25	24	NC	67	40	NC	8	35	NC	0	1
Migrant Students	NC	17	125	NC	NA	NA	NC	475	457	NC	24	22	NC	18	40	NC	59	38	NC	0	0
Economically Disadvantaged	17	59	38662	77	0	96	488	486	468	13	9	16	19	19	32	63	70	49	6	2	3
Non-Economically Disadvantaged	76	176	40315	100	0	100	509	501	498	5	3	5	16	12	15	58	68	66	22	16	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	92	233	78750	99	99	99	532	521	500	4	4	6	15	18	29	76	74	63	5	4	2
All Students (Prior Year)	72	214	75673	100	100	100	564	563	530	9	10	12	19	19	25	66	64	58	6	7	4
Female	42	117	38586	100	98	99	555	537	515	3	2	4	0	9	22	85	83	71	12	6	3
Male	50	116	40135	98	100	99	515	504	486	4	6	8	27	28	35	69	65	56	0	1	1
African American	NC	10	4081	NC	100	99	NC	543	488	NC	0	8	NC	0	32	NC	100	59	NC	0	2
Hispanic	26	62	31841	100	100	99	510	509	483	9	7	8	23	22	36	68	69	55	0	2	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	59	157	36440	97	98	99	542	524	516	2	3	3	13	18	22	78	75	71	7	4	4
Students with Disabilities	NC	29	10622	NC	100	100	NC	421	415	NC	13	21	NC	48	50	NC	39	28	NC	0	1
Students without Disabilities	83	204	68196	94	96	98	539	534	513	1	3	3	14	14	25	79	79	69	6	4	3
Limited English Proficient Students	NC	14	12504	NC	100	100	NC	362	451	NC	17	12	NC	50	44	NC	33	43	NC	0	1
Migrant Students	NC	17	126	NC	NA	NA	NC	482	464	NC	12	14	NC	35	44	NC	53	41	NC	0	0
Economically Disadvantaged	17	59	38558	77	87	96	518	512	485	6	4	8	19	24	37	75	72	54	0	0	1
Non-Economically Disadvantaged	75	174	40260	100	100	100	536	524	514	3	4	3	14	16	21	76	75	72	6	5	4

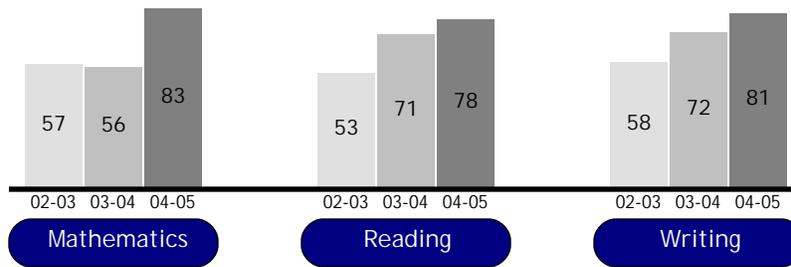
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	98	51	63	50	100	64	NA	58	95	61	57	47
	Language	98	42	54	43	99	57	57	50	95	68	62	47
	Mathematics	98	55	69	57	100	67	69	64	95	59	58	50
3	Reading	97	59	65	47	100	64	NA	55	96	58	55	44
	Language	98	59	68	54	100	71	70	61	96	63	56	44
	Mathematics	98	61	72	54	100	78	79	61	96	64	59	51
4	Reading	100	61	65	52	100	68	NA	56	98	64	60	48
	Language	100	56	59	48	100	61	63	52	98	66	61	49
	Mathematics	100	65	73	57	100	76	77	61	98	68	65	53
5	Reading	98	55	58	50	100	59	NA	55	100	59	60	50
	Language	98	45	49	46	100	62	60	49	100	62	60	50
	Mathematics	100	58	63	57	100	76	73	63	100	60	59	49

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

Council Duties

- Ü Budget
- Ü School Improvement
- Ü School Safety Issues
- Ü School/Business/Community Relations
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	6.30	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Music Room
- Ü Math and Science Lab

Extracurricular Activities

- Ü Student Council
- Ü Art Masterpiece
- Ü Chorus
- Ü Soccer Club
- Ü Volleyball Club
- Ü Robotics Club
- Ü Peer Mediators

Social Services

- Ü Latchkey Program
- Ü Counseling Services
- Ü Breakfast/Lunch Program
- Ü Dental Care

School Achievements/Accomplishments 2004-05

- ü Barnes' students scored higher than the state average on the state administered tests in Reading, Math and Language at 2nd, 3rd, 4th and 5th grades.
  
- ü The Accelerated Reader program is used in grades 1-5. The number of students meeting their AR goal continued to increase each academic quarter and the students' AR scores consistently improved for all students.

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>	10	12	12	17
Transfers In Rate <sup>6</sup>	30	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	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

We have developed a safety/discipline plan with an emphasis on safety, manners and appropriate behavior within the school setting. Students also have the opportunity to receive positive recognition. Our school has also implemented the Character Counts Program.

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	Laura Valenciano	(480) 987-7400
Transportation Policy	Edd Hennerley	(480) 987-5982
Community Resources	Maria Silva	(480) 987-5991
School Nutrition Programs	Sue Marrufo	(480) 987-5983
Parent Organization	Laurie Brewer & Kimberly Ervin	(480) 987-7400
Student Health/Nurse	Marla Santillana	(480) 987-7406

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."

ACHIEVEMENT PROFILES

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.