



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Not Evaluated

(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
 Web Address : www.qcusd.org/jbe/
 Phone Number : (480) 987-7400
 Fax Number : (480) 987-7415
 E-mail : 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)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	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, 2005 School Year Student Enrollment : 415
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 87

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
ü Excelling	2005
ü Excelling	2006

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	65	278	80010	96	97	99	473	468	447	2	3	10	6	11	18	63	58	53	29	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	123	38935	92	95	99	478	472	447	NA	1	9	9	11	19	58	59	55	33	29	17
Male	32	155	40974	100	99	98	468	465	448	3	5	11	3	11	18	69	56	52	25	28	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	16	86	34545	100	96	99	464	448	432	NA	5	14	6	20	24	69	62	53	25	14	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	47	177	35142	94	98	99	478	479	465	NA	2	5	6	6	11	62	55	56	32	38	28
Students with Disabilities	NC	28	10161	NC	90	93	NC	438	419	NC	11	28	NC	29	28	NC	54	36	NC	7	8
Students without Disabilities	56	250	69849	98	98	100	477	471	451	NA	2	7	4	9	17	64	58	56	32	31	19
Limited English Proficient Students	NC	21	14013	NC	100	97	NC	423	413	NC	14	24	NC	29	34	NC	57	39	NC	NA	3
Migrant Students	NC	11	603	NC	100	96	NC	414	417	NC	36	22	NC	9	32	NC	55	42	NC	NA	4
Economically Disadvantaged	13	82	39029	87	95	98	462	450	432	NA	5	14	NA	20	25	77	57	52	23	18	9
Non-Economically Disadvantaged	52	196	40981	98	98	100	476	476	462	2	2	6	8	7	13	60	58	54	31	33	27

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	65	278	79438	96	97	98	484	474	451	NA	2	9	6	13	24	65	64	56	29	21	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	123	38775	92	95	99	496	485	457	NA	NA	7	NA	6	22	58	66	58	42	28	13
Male	32	155	40560	100	99	97	472	466	446	NA	3	12	13	19	25	72	63	54	16	15	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	16	86	34297	100	96	98	479	457	434	NA	2	14	13	24	31	63	60	50	25	13	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	47	177	34887	94	98	98	488	483	471	NA	2	4	2	8	15	66	65	63	32	25	18
Students with Disabilities	NC	28	9588	NC	90	88	NC	441	416	NC	11	30	NC	39	32	NC	36	34	NC	14	5
Students without Disabilities	56	250	69850	98	98	100	488	478	456	NA	1	7	2	10	23	68	67	59	30	22	12
Limited English Proficient Students	NC	21	13856	NC	100	96	NC	424	407	NC	5	27	NC	57	43	NC	33	29	NC	5	1
Migrant Students	NC	11	600	NC	100	96	NC	420	418	NC	18	22	NC	45	38	NC	27	39	NC	9	2
Economically Disadvantaged	13	82	38685	87	95	97	469	454	435	NA	4	14	15	24	32	69	60	50	15	12	5
Non-Economically Disadvantaged	52	196	40753	98	98	99	488	482	467	NA	1	5	4	9	16	63	66	62	33	24	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	66	280	79971	97	98	99	465	448	423	NA	1	8	18	32	41	74	62	49	8	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	125	38974	94	96	99	479	466	437	NA	1	5	3	15	33	82	77	57	15	7	4
Male	32	155	40895	100	99	98	450	433	410	NA	2	10	34	46	47	66	50	41	NA	2	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	16	86	34481	100	96	99	458	438	410	NA	3	10	25	30	46	69	64	43	6	2	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	48	179	35150	96	99	99	469	451	437	NA	1	5	15	34	35	77	60	56	8	6	5
Students with Disabilities	NC	28	10258	NC	90	94	NC	424	377	NC	4	23	NC	43	51	NC	50	25	NC	4	1
Students without Disabilities	57	252	69713	100	99	100	467	450	429	NA	1	5	16	31	39	77	63	52	7	4	3
Limited English Proficient Students	NC	21	13985	NC	100	97	NC	408	382	NC	5	18	NC	57	54	NC	38	27	NC	NA	0
Migrant Students	NC	11	608	NC	100	97	NC	385	389	NC	18	16	NC	45	50	NC	36	33	NC	NA	0
Economically Disadvantaged	14	83	38994	93	97	98	460	437	409	NA	2	10	21	36	47	71	60	41	7	1	1
Non-Economically Disadvantaged	52	197	40977	98	99	100	466	452	437	NA	1	5	17	30	34	75	63	56	8	6	5

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

4th 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	76	315	80147	99	99	99	518	504	482	NA	3	11	7	10	17	46	52	49	47	35	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	149	39281	98	98	99	513	500	483	NA	2	9	7	11	17	47	54	50	47	33	24
Male	33	166	40780	100	99	98	525	507	482	NA	5	12	6	9	17	45	49	48	48	37	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	18	84	33494	100	99	99	510	489	466	NA	8	15	6	17	23	56	48	49	39	27	14
Asian/Pacific Islander	NC	11	2103	NC	100	99	NC	479	515	NC	NA	4	NC	18	8	NC	73	44	NC	9	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	54	216	36122	98	99	99	525	511	501	NA	2	5	6	7	10	41	52	50	54	39	35
Students with Disabilities	NC	34	10295	NC	100	92	NC	459	443	NC	18	33	NC	29	26	NC	32	33	NC	21	8
Students without Disabilities	67	281	69852	99	99	100	522	509	488	NA	2	7	3	7	16	48	54	51	49	37	26
Limited English Proficient Students	NC	23	12722	NC	100	97	NC	454	441	NC	22	27	NC	35	33	NC	35	37	NC	9	3
Migrant Students	NC	11	622	NC	92	97	NC	467	454	NC	9	19	NC	36	30	NC	36	43	NC	18	8
Economically Disadvantaged	NC	85	38371	NC	96	97	NC	487	465	NC	8	15	NC	15	23	NC	53	49	NC	24	13
Non-Economically Disadvantaged	67	230	41776	99	100	100	519	510	498	NA	2	6	7	8	11	43	51	49	49	39	33

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	76	315	79686	99	99	98	492	487	470	1	2	11	12	15	24	72	73	57	14	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	149	39163	98	98	99	493	490	475	2	1	9	9	12	22	74	76	60	14	11	10
Male	33	166	40438	100	99	97	492	485	465	NA	3	13	15	17	25	70	70	54	15	10	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	18	84	33299	100	99	98	482	470	452	6	7	17	11	19	32	72	69	47	11	5	3
Asian/Pacific Islander	NC	11	2097	NC	100	99	NC	465	490	NC	NA	5	NC	36	13	NC	64	68	NC	NA	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	54	216	35914	98	99	98	499	495	489	NA	0	5	9	12	15	74	75	67	17	13	14
Students with Disabilities	NC	34	9808	NC	100	87	NC	458	432	NC	9	35	NC	32	32	NC	56	30	NC	3	3
Students without Disabilities	67	281	69878	99	99	100	496	491	475	1	1	8	10	13	23	72	75	61	16	11	9
Limited English Proficient Students	NC	23	12594	NC	100	96	NC	441	422	NC	13	34	NC	48	45	NC	35	21	NC	4	0
Migrant Students	NC	11	611	NC	92	95	NC	452	439	NC	9	22	NC	36	39	NC	55	37	NC	NA	2
Economically Disadvantaged	NC	85	38095	NC	96	97	NC	471	452	NC	6	17	NC	22	32	NC	69	48	NC	2	3
Non-Economically Disadvantaged	67	230	41591	99	100	99	495	493	486	1	1	6	9	12	16	73	74	65	16	13	13

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	76	316	80372	99	99	99	512	500	475	1	2	4	9	16	30	83	79	64	7	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	151	39452	100	99	99	509	508	488	2	1	3	11	11	22	82	84	72	5	3	3
Male	32	165	40836	97	99	98	517	493	464	NA	2	6	6	20	37	84	74	56	9	4	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	18	84	33608	100	99	99	501	483	462	6	6	6	6	19	36	89	75	57	NA	NA	1
Asian/Pacific Islander	NC	11	2098	NC	100	99	NC	514	500	NC	NA	2	NC	NA	16	NC	100	75	NC	NA	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	54	217	36213	98	99	99	518	506	489	NA	0	2	9	15	22	81	80	72	9	5	3
Students with Disabilities	NC	33	10526	NC	97	94	NC	473	427	NC	9	15	NC	27	53	NC	55	31	NC	9	1
Students without Disabilities	68	283	69846	100	99	100	512	503	482	1	1	3	9	14	26	84	82	69	6	3	2
Limited English Proficient Students	NC	23	12747	NC	100	97	NC	452	432	NC	13	12	NC	35	52	NC	52	36	NC	NA	0
Migrant Students	NC	11	621	NC	92	97	NC	461	452	NC	9	9	NC	27	40	NC	64	51	NC	NA	0
Economically Disadvantaged	NC	85	38521	NC	96	98	NC	485	461	NC	4	6	NC	26	38	NC	68	55	NC	2	1
Non-Economically Disadvantaged	67	231	41851	99	100	100	512	506	489	1	1	3	10	12	22	82	83	72	6	4	4

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	68	295	79306	100	100	99	523	518	504	4	6	13	10	14	20	51	54	49	34	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	142	38845	100	100	99	521	518	505	3	5	11	14	18	20	57	51	50	26	27	18
Male	33	153	40383	100	99	98	526	519	504	6	7	14	6	10	19	45	58	47	42	25	19
African American	NC	11	4171	NC	100	98	NC	517	485	NC	9	20	NC	9	26	NC	55	44	NC	27	10
Hispanic	13	71	32673	100	100	99	513	495	487	8	14	18	15	25	25	38	46	46	38	14	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	53	204	36234	100	100	99	525	527	523	4	3	6	9	10	13	55	57	52	32	30	28
Students with Disabilities	NC	35	10286	NC	97	91	NC	468	462	NC	34	41	NC	29	27	NC	29	27	NC	9	5
Students without Disabilities	63	260	69020	100	100	100	529	525	510	2	2	9	8	12	18	54	58	52	37	28	21
Limited English Proficient Students	NC	17	10291	NC	100	96	NC	452	458	NC	41	38	NC	24	34	NC	35	26	NC	NA	2
Migrant Students	NC	11	630	NC	100	95	NC	474	478	NC	27	24	NC	27	27	NC	36	43	NC	9	6
Economically Disadvantaged	11	77	37437	100	97	97	502	502	486	9	12	19	18	18	26	55	57	46	18	13	9
Non-Economically Disadvantaged	57	218	41869	100	100	100	527	524	521	4	4	7	9	12	14	51	53	51	37	30	27

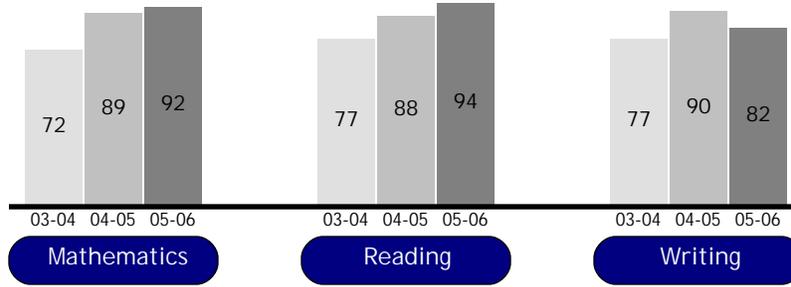
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	295	79000	100	100	98	506	503	489	NA	2	10	22	19	24	65	69	58	13	9	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	142	38774	100	100	99	511	509	494	NA	1	7	17	16	22	69	71	61	14	12	10
Male	33	153	40150	100	99	98	501	497	485	NA	3	12	27	22	25	61	68	55	12	7	8
African American	NC	11	4153	NC	100	98	NC	514	476	NC	NA	13	NC	NA	30	NC	91	53	NC	9	4
Hispanic	13	71	32508	100	100	98	480	477	472	NA	7	15	46	38	33	46	54	49	8	1	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	53	204	36135	100	100	98	511	511	508	NA	NA	4	17	14	14	70	74	67	13	13	15
Students with Disabilities	NC	35	9991	NC	97	88	NC	470	449	NC	11	33	NC	40	36	NC	49	29	NC	NA	2
Students without Disabilities	63	260	69009	100	100	100	509	507	495	NA	0	6	19	17	22	67	72	62	14	11	10
Limited English Proficient Students	NC	17	10199	NC	100	95	NC	438	439	NC	24	35	NC	59	47	NC	18	18	NC	NA	0
Migrant Students	NC	11	629	NC	100	95	NC	460	457	NC	9	22	NC	55	41	NC	36	37	NC	NA	1
Economically Disadvantaged	11	77	37234	100	97	97	494	483	472	NA	4	15	36	32	33	45	61	50	18	3	3
Non-Economically Disadvantaged	57	218	41766	100	100	99	509	510	505	NA	1	5	19	15	16	68	72	65	12	12	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	66	291	79611	99	99	99	539	526	496	NA	1	7	11	20	37	89	78	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	141	39016	100	100	99	545	540	511	NA	NA	4	11	12	29	89	87	66	NA	1	1
Male	31	150	40519	94	97	98	533	513	482	NA	2	10	10	28	44	90	70	46	NA	NA	0
African American	NC	11	4188	NC	100	98	NC	530	486	NC	NA	9	NC	18	40	NC	82	50	NC	NA	0
Hispanic	12	69	32855	92	97	99	528	507	481	NA	3	10	25	30	43	75	67	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	52	202	36380	100	100	99	541	532	511	NA	0	4	8	17	30	92	82	65	NA	0	1
Students with Disabilities	NC	35	10664	NC	97	94	NC	495	440	NC	3	23	NC	43	54	NC	54	22	NC	NA	1
Students without Disabilities	61	256	68947	98	99	100	540	530	504	NA	1	4	11	17	34	89	82	61	NA	0	1
Limited English Proficient Students	NC	17	10362	NC	100	97	NC	475	438	NC	6	22	NC	59	57	NC	35	21	NC	NA	NA
Migrant Students	NC	11	636	NC	100	96	NC	494	467	NC	9	14	NC	27	47	NC	64	38	NC	NA	0
Economically Disadvantaged	10	75	37626	91	95	98	NA	511	479	NC	1	10	NA	32	45	NA	67	45	NA	NA	0
Non-Economically Disadvantaged	56	216	41985	100	100	100	542	531	511	NA	1	4	7	16	30	93	82	65	NA	0	1

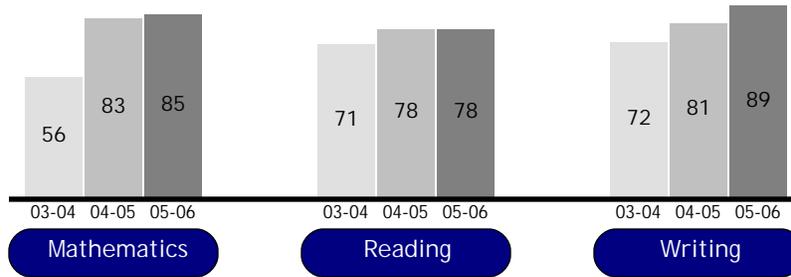
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	Not Evaluated
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	64	NA	58	95	61	57	47	98	65	61	46
	Language	99	57	57	50	95	68	62	47	98	70	68	48
	Mathematics	100	67	69	64	95	59	58	50	98	67	65	52
3	Reading	100	64	NA	55	96	58	55	44	97	68	59	46
	Language	100	71	70	61	96	63	56	44	97	68	63	46
	Mathematics	100	78	79	61	96	64	59	51	97	72	67	52
4	Reading	100	68	NA	56	98	64	60	48	99	68	63	52
	Language	100	61	63	52	98	66	61	49	97	70	61	52
	Mathematics	100	76	77	61	98	68	65	53	99	78	70	58
5	Reading	100	59	NA	55	100	59	60	50	100	68	67	56
	Language	100	62	60	49	100	62	60	50	100	68	67	54
	Mathematics	100	76	73	63	100	60	59	49	100	59	63	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

- 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	24.00
Other Professional Staff	6.80	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 Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü 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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	NA	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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 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 2005-06 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	(480) 987-7400
Student Health/Nurse	Sharee Hamblin	(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 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 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.

6 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 50 Copies = \$19.00

** 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.