

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Dr. David Finley, Ed.D.

Official School Name: Entz Elementary School

School Mailing Address:
4132 E. Adobe
Mesa, AZ 85205-5110

County: Maricopa State School Code Number*: 543

Telephone: (480) 472-7302 Fax: (480) 472-7373

Web site/URL: <http://www.mpsaz.org/entz/> E-mail: dafinley@mpsaz.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Debra Duvall

District Name: Mesa Unified School District Tel: (480) 472-0202

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Mike Hughes

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| <u>57</u> | Elementary schools |
| <u>0</u> | Middle schools |
| <u>13</u> | Junior high schools |
| <u>6</u> | High schools |
| <u>13</u> | Other |
| <u>89</u> | TOTAL |

2. District Per Pupil Expenditure: 6091

Average State Per Pupil Expenditure: 7174

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 5 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	14	6	20	7			0
K	47	59	106	8			0
1	50	51	101	9			0
2	47	38	85	10			0
3	41	67	108	11			0
4	61	35	96	12			0
5	49	51	100	Other			0
6	50	51	101				
TOTAL STUDENTS IN THE APPLYING SCHOOL							717

6. Racial/ethnic composition of the school: 3 % American Indian or Alaska Native
2 % Asian
6 % Black or African American
18 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
71 % White
 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 10 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	28
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	42
(3)	Total of all transferred students [sum of rows (1) and (2)].	70
(4)	Total number of students in the school as of October 1.	728
(5)	Total transferred students in row (3) divided by total students in row (4).	0.096
(6)	Amount in row (5) multiplied by 100.	9.615

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 24

Number of languages represented: 4

Specify languages:

Spanish, Italian, Portuguese, Navajo (English/Navajo listed on form), Thai, Vietnamese

9. Students eligible for free/reduced-priced meals: 39 %

Total number students who qualify: 280

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %

Total Number of Students Served: 73

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>38</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>8</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>31</u>	<u>0</u>
Total number	<u>68</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 27 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	95%	95%	96%	96%
Daily teacher attendance	96%	95%	93%	93%	94%
Teacher turnover rate	10%	10%	0%	0%	0%

Please provide all explanations below.

Turnover at Entz is primarily due to retirement or the addition and/or subtraction of contracts due to fluctuations in enrollment. Since I became principal here five years ago I have lost no teachers due to lateral transfers to another school. MPS does not routinely track teacher turnover rate. I asked our Research & Evaluation Dept. to examine the turnover rate for the past two years. In 2007/08 three teachers left and three were hired for a turnover rate of 10%. In 2008/09, three teachers left and two were hired for a turnover rate of 8-12%. I have no data for the 2005/06, 2004/05, and 2003/04 school years.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Entz opened in 1993 serving a predominantly (90%) Anglo community and student body. Recent years, however, have brought more ethnic and cultural diversity, which we celebrate with traditions such as Cinco de Mayo festivities and Black History Month or MLK Day presentations. We are also becoming socio-economically more diverse. During the 1999-2000 school year, 15% of our students qualified for Free or Reduced Lunch; as of the current school year, 39% qualify.

Our Mission/Vision is found in our "Core Beliefs". We believe that:

- All children can learn; although their rate and degree of learning may differ, each student will achieve their maximum potential at our school.
- Every teacher in every classroom must have the skill and the commitment to ensure that every student, every day, learns and grows, academically, emotionally, and socially and will leave our school fully prepared for secondary academics.
- Administration, teachers, and support staff must work as a team to ensure that every child looks forward to arriving on our campus each morning and returns home each afternoon a better person for having experienced the school day.
- Parents must be kept informed as to how their child is doing in school and know that they are important participants in the Entz school community.

Strengths/Accomplishments:

Entz exemplifies the concept of a learning community. In our courtyard areas, at any given time during the school day, one may observe parent volunteers working with individual students, or small groups of children working collaboratively on an assignment while others are reading independently.

Teachers work collaboratively; younger and older classes pair up as reading buddies, and teachers foster the acceptance of Special Education students as they join other classes in special activities.

At Entz we work hard and we play hard. We have all-school functions aimed at developing a sense of community among teachers, students, support staff, and parents. Although these activities vary year-to-year, some examples are as follows:

Fall cookout in the main courtyard: We play music, and staff and students enjoy lunch together.

- All-school field trip* to Symphony Hall in downtown Phoenix to see a live performance of the Nutcracker ballet. * All School Trips, literally mean the entire student body and the entire staff (certified and classified). It takes about fourteen buses to transport the entire school.
- This year we booked the entire Herberger Theater in downtown Phoenix and took the entire school to see the live stage production of "Seussical the Musical;" This was part of our week-long celebration of Dr. Seuss's birthday; with many reading activities occurring in each class; this complemented our participation in the Read Across America program.
- Cinco de Mayo celebration: Students decorate the main courtyard, and at lunchtime live mariachi musicians play for students, staff, and parents.

- We enjoy strong parent participation at any given school event. Recently, approximately three hundred parents/grandparents attended our PTO sponsored, “Reading Under the Stars,” where our pajama-clad students gathered for book readings, other entertainment, and cookies and hot cocoa.

Some Entz traditions:

- Kindergarten holds both fall and spring events for parents and grandparents.
- First and second grades present annual musical programs.
- Third grade teachers culminate their Rain Forest unit with a presentation that draws nearly 100% parent attendance.
- Fourth graders research figures in American history and present them to parents in the form of “Wax Museum” characters who come to life and tell about themselves.
- Fifth grade commemorates either Martin Luther King Day or Black History Month with a musical presentation.
- Sixth graders individually research various countries and then invite visitors to sample ethnic foods and learn interesting facts and figures about the countries.
- Eighty percent of our intermediate students are involved in chorus, band, or orchestra.
- Known for their excellence, our “Southwest Stringers” perform all over the Valley.
- Our Special Ed group makes a fall trip to a pumpkin patch, and pursues a physical fitness program.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Entz utilizes nationally-normed state and district assessment results as part of our data base to monitor and assess students' achievement. For the purpose of this narrative we have used the DIBELS assessment tool (Dynamic Indicators of Basic Early Literacy Skills) to report our K - 3 achievement gains. In the intermediate grades we have used AIMS, which is the state assessment of basic skills achievement for reading, writing, and math.

Primary grades: The data are presented in the form of percentages of students achieving "low risk status" on the test. There are four areas tested on the DIBELS: Initial Sound Fluency (ISF), Letter Naming Fluency (LNF), Phonemic Sound Fluency (PSF), and Nonsense Word Fluency (NWF). The most recent assessment shows that our K and 1st grade students scored above district averages in all areas. The data below show specific examples of academic growth:

Comparing K-3 DIBELS' data from the fall assessment to the mid-year assessment, we see very substantial gains at each grade level (reported as the percentage of students achieving the stated goal placing them in the "low risk" category):

Kindergarten – 2008-2009 - Fall Assessment Midyear Assessment:

ISF 56% (goal-8 initial sounds) ISF 70% (goal-25 initial sounds)

LNF 63% (goal- 8 letter names) LNF 85% (goal-27 letter names)

FIRST GRADE – 2008-2009

FALL ASSESSMENT MID YEAR ASSESSMENT

PSF-90 % (goal – 35 phonemes) PSF – 95% (goal 35 phonemes)

SECOND GRADE – 2008-2009

FALL ASSESSMENT MID YEAR ASSESSMENT

ORF-78% (goal 44 words per min.) ORF- 88% (goal 68 words per min.)

THIRD GRADE – 2008

FALL ASSESSMENT MID YEAR ASSESSMENT

ORF – 68% (goal 77 words per min.) ORF-70% (goal 92 words per min.)

Comparative DIBELS data for Kindergarten students continuing to first grade and first grade students continuing to 2nd (i.e. tracking the same group of students from one grade level to the next)

KINDERGARTEN – 2007-2008 FIRST GRADE. 2008-2009

PSF - 66% PSF – 95% 2008
NWF – 73%* NWF – 73%**
*benchmark = 18 letter sounds ** benchmark = 50 letter sounds

FIRST GRADE. 2007-2008 SECOND GRADE – 2008-2009

ORF - 69% ORF – 87%

Intermediate grades: In reviewing our AIMS scores there is one element that stands out; the staff has generally maintained achievement above the 80% passing level (on AIMS) over the past five years. In looking at simply our most recent results from the spring of 2008, third and sixth grade math and reading scores are all in the 90% range. Fourth and fifth grade scores range from 82% to 85% proficient. It is significant to note that our scores have been maintained above the 80% mark -- many being above 90% -- even though our demographics have changed. In some instances such as with fifth grade math and reading, scores went from 73 and 79% respectively in the spring of 2004 to 88 and 82% respectively in the spring of 2008. This is true even though our percentage of students who qualify for free and reduced lunch increased from 22% to 34% during this same period of time.

The state performance levels for the AIMS test fall into four categories:

1. Falls Far Below
2. Approaches the Standard
3. Meets the Standard
4. Exceeds the Standard

The performance level that demonstrates meeting the standard is defined as follows: Students demonstrate a solid academic performance on subject matter and are prepared to begin work on materials that may be required for the next grade level. Attainment of at least this level is the goal for all students.

The web site where state assessment information may be found is: www.azed.gov.

2. Using Assessment Results:

The district provides significant assessment resources. We have district first and second grade tests in reading and math, which are directly aligned with our curriculum and state standards; DIBELS ...in grades K-2, ACUITY predictive and formative tests in grades three through six which we use to monitor student progress in core curricular areas; and AIMS, which is the annual state assessment of achievement relative to state standards. The teachers use all of the above in assessing their students and monitoring individual progress. However, because mastery of state academic standards is our primary focus, we use the AIMS results from year to year as our primary assessment tool to monitor student progress and set academic goals for our students in grades three through six.

We use our assessment results in a very effective way to both monitor yearly progress of our students as a group and track each group of students. The district provides teachers in grades four through six with their respective class scores from the previous spring AIMS testing. From this data set, each grade level creates a “target group” of students whose individual AIMS scores in each of the core areas fall below a certain cutoff score. Our target group includes our very lowest students in the Falls Far Below and Approaches categories. However, we make the cutoff score for the target group high enough to include students who may be well into the “Meets Standards” category but we feel could do better. These target students are tracked throughout the year. Acuity provides feedback on progress and a prediction of how students will do on the AIMS test. Following the spring AIMS testing, we then post their current score and measure growth. So in addition to monitoring group gains, we track many students individually to follow their progress and monitor and adjust instruction accordingly.

3. Communicating Assessment Results:

The school communicates test results in a variety of ways. We send home the individual pupil report along with an additional interpretation guide created by the district. Entz holds an annual Parent Information Evening whereby parents come up to school to meet with their child's teacher to gain specific classroom information. At Entz, we hold a "General Assembly" meeting for all parents prior to the individual classroom meetings. The meeting is well attended and the principal gives a presentation on the overall school program. Specific achievement and assessment results are included in this presentation. Following the General Assembly, the parents go to their child's classroom for a teacher presentation that includes assessment information as well. This classroom presentation includes a question/answer period whereby the parents have an opportunity to ask questions about our assessment procedures and reports if clarification is needed. The community as a whole is informed about student achievement through a presentation at the Board meeting that is televised and achievement results are also communicated through district newsletter and community newspapers. We post messages regarding student achievement on the school marquee.

4. Sharing Success:

Presently we do not have an established method or procedure to routinely share our successes with other schools; however, as issues surface at district meetings and in-service training sessions, we readily share our strategies and successes. For example, at one such meeting Entz's model of using scale scores in a specific core areas on the AIMS test to measure growth for both individual students as well as target groups was shared with other principals and this process has been adopted by several other schools.

Should Entz be awarded Blue Ribbon School status, we will develop a plan to share with all the schools in the district our programs and approaches that have worked well for us. One such method will be to work with our Educational TV department in creating a video presentation showcasing the elements of our overall program. The video would be available for other schools in the district and beyond. We also would use Mesagenda, our district's newsletter, to share information relative to our specific programs and activities.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

General Information: In teaching reading, math, and language, Entz employs the district's curriculum, which is accurately aligned with the state standards in each area. The staff's instructional focus at all times is to insure that students are held to high standards of performance and are engaged in meaningful content within each of the core areas aligned to the state's standards.

Our instructional approach is consistent from kindergarten through sixth grade. We use an integrated instructional model, teaching the basic skills through activities and units of study (primary grades) and thematic units (intermediate). These units allow the teacher to incorporate reading, writing, math, science, and social studies in ways that motivate and engage students in meaningful learning, through application of learned skills in completing their assignments within the unit of study. For example, Entz third graders become involved in a unit of study on the rainforest. They read about the rainforest, write reports on specific animals, reptiles, and plants, and they use a variety of math skills related to this unit, e.g., vertex edge graphing, ordered pairs, logic problems etc. The third grade teachers also include areas of science and social studies in their rainforest studies.

Reading: Although we are fundamentally a basal program using Harcourt's "Trophies" series and we adhere to the philosophy of the Mesa Reads Program, the Entz teachers have a great deal of academic freedom in the way they choose to teach reading skills at each level. Because reading is the foundation for all learning, it is the focus of every teacher at every level, in teaching either the basic components of phonemic awareness and phonics or the advanced skills of fluency, vocabulary, and comprehension. As noted above, specific reading skills as well as developing vocabulary, fluency, and comprehension are taught within integrated units of study or thematic units.

Writing: Entz adheres to the district's curriculum and philosophy of teaching writing by "integrating multiple performance objectives into an integrated experience of learning for the student." Entz teachers teach and develop their students' competencies in the three components of writing: the writing process, the Six Traits, and writing applications. Because of our integrated approach, perhaps our greatest strength is in the area of applications, whereby teachers relate writing activities to units of study and/or literature being read.

Math: Entz adheres to the district focus on two major elements of teaching mathematics: first, that students develop a deep understanding of key mathematical concepts and procedures as defined by state standards; and second, that students discover connections to other subject areas through real-life problem solving. At Entz we stress the application skills and connection to other subject areas through our integrated approach to instruction.

Visual & Performing Arts: In addition to standard music and art classes, Entz participates in the district's creative and performing arts program, whereby the students attend several live stage productions at a district secondary school. We also have live theater groups to come to the school. For each of the district performances, the teachers are provided with study guides that integrate the state's art curriculum with the state standards in science, social studies, math, and language arts. In addition to exposing our students to the performing arts we also involve them, through before, and after school, programs. Eighty percent of our intermediate students participate in either band, orchestra, or chorus. And finally, Entz participates in the district-funded Art Masterpiece program, whereby parent volunteers bring prints of famous pieces of art and teach lessons to the students about the paintings and the artists.

2a. (Elementary Schools) Reading:

Reading instruction in Mesa Public Schools is defined by the AZ Academic Content Standard for Reading. Students develop competency of the standard by mastering the five components of reading, which include phonemic awareness, phonics, vocabulary, fluency, and comprehension, as identified by the National reading panel. Mastery of these five components enables children to read and comprehend all genres of text in real world situations.

At Entz our program is driven by mastery of the five components as noted above. Entz uses the district adopted Harcourt – Trophies reading series as the foundation of its reading program; however at Entz, teachers have the academic freedom to supplement the reading program with literature studies and incorporate reading instruction into various thematic units as mentioned in the curriculum summary section; we also use the Read Naturally Program to help our struggling readers. Entz uses the Accelerated Reader program as a supplemental program exclusive of the instructional day. This is done to encourage our students to use reading during leisure time and it has been very effective. As students achieve specific A.R. goals they receive a certificate and public recognition of their achievement during morning announcements.

The use of our district reading curriculum, participation in the Mesa Reads Program, and the use of supplemental reading programs and activities used at the discretion of the classroom teacher in grades K – 2 provide a firm foundation for reading success in the intermediate grades. The continued use of our basal, supplemented with literature studies and other supplemental programs as noted above, carries this success through the intermediate grades.

3. Additional Curriculum Area:

Entz adheres to the district’s math curriculum asserting that elementary students need to discover the foundations and usefulness of mathematics through a variety of research-based techniques and materials. Students develop a deep understanding of key mathematical concepts and procedures as defined in the Arizona Academic Content Standard for Mathematics, while gaining mathematical fluency and discovering connections to other subject areas through real-life problem solving.

Although Entz follows and supports the district math curriculum, just as in the other content areas teachers have the academic freedom to supplement their math lessons with activities and materials they know to be effective in meeting needs of their students. For example, primary grades will use seasonal activities to incorporate various math skills. During Halloween week, kindergarten students bring in pumpkins; activities include, weight, measurement, estimating, skip counting etc. These activities culminate with the children inviting their grandfathers in to carve their pumpkins into jack-o-lanterns and they do a brief program of songs and poems as well.

At Entz we stress application skills that relate to the real lives of the learner and seek activities and programs that promote this concept. One such program in which Entz sixth grade students participate is a simulated space activity involving a mock up of the space shuttle, the space station, and mission control. These “mock-ups” are located in different areas; students are assigned to work in each area, they can only communicate with each other via laptop computers. They work in teams and must correctly apply specific math and technology skills to successfully complete their mission. For example, they must calculate such variables as fuel and oxygen consumption; if they miscalculate and thus run out of either, the software will abort their mission.

4. Instructional Methods:

One of our Core Beliefs is that “All children can learn... and all students will achieve their maximum potential.” Instructional methodology is a key factor to ensure this happens for every child. Our overall instructional methodology is based upon the Hunter/EEI* model of Instruction. We adopted this model as the foundation of

our instructional methodology because teaching at the correct level of difficulty is a key element of the model which demands differentiated instruction necessary to meet the diverse needs of our students. Adoption of an instructional model also ensures consistency of instructional approach from teacher to teacher. Specific examples of how instruction is differentiated to meet the diverse needs of our students vary depending upon grade level and individual teachers; however, here are some general examples:

- Teachers use a bilingual student as a “learning buddy,” to help non-English-speaking students with instructions and completing tasks.
- Following whole-group instruction, teachers meet with our academically challenged students in a small group, while the more advanced students work independently.
- Teachers use instructional aides for one-on-one, or small-group instruction with our second language learners and/or our academically challenged students.
- A good example of how instruction is modified to contribute to student learning and achievement recently occurred during a formal evaluation observation of a fourth grade lesson on Venn Diagrams. During the lesson the teacher called on students to come to the front of the room and create a Venn Diagram using concepts from various content areas, e.g. math, science, social studies, and reading. She would use more complex, abstract examples to diagram with her advanced students, but adjusted for her academically challenged students by giving them more concrete examples. All the children in this lesson were actively engaged and all learned the basic concept at their particular level of ability.

5. Professional Development:

Our Professional Development Plan’s primary objectives are to improve teaching skills; increase professionalism; and provide opportunities for teachers to improve in areas they see as relevant to their individual needs. Teachers attend in-service training and class offerings aimed at achieving this objective. A sample of recent training and classes is as follows:

- Classes and training in Structured English Immersion to improve their teaching skills with second language learners helping them to better meet the needs of our English Language Learners (ELL).
- Staff attended a district offered in-service entitled “Progress Monitoring,” designed specifically for teachers to be more effective in using district testing results in monitoring student progress and adjusting instruction accordingly.
- Staff attended district-offered in-services; “Diagnosing & Intervention - Strategies to Improve Reading Skills,” and “Writing Across the Curriculum” Both of these courses are directly aligned with the state standards. These classes acknowledge the importance of the reading/writing connection and support our building level commitment to improved reading/writing skills for students at all skill levels.

In addition to the content area classes/training, the Entz staff has also improved their use of technology in the classroom much of which is aimed at the application of technology as another aspect of differentiating instruction. Teachers received training in adjusting PowerPoint presentations to meet the needs of lower achieving students; adjusting Microsoft Word for use with educationally disadvantaged, and ELL students; and Evaluating Web Sites for meeting diverse needs in the classroom.

6. School Leadership:

The leadership structure at Entz consists of the principal as the building level administrator and an established School Improvement Advisory Council (SIAC) whose purpose is to advise the principal on school related matters. The SIAC consists of parents, staff members and the principal. In addition to functioning as the building administrator the principal also serves as the “instructional leader” of the school. It is in this role

that the principal works to support the "Core Beliefs" of the school, and insure that teachers remain focused on student achievement. Some examples follow:

Teachers perform their best in a climate of collegiality and mutual respect. The principal is a team player who respects the professional integrity of the classroom teacher. Staff morale is very high because teachers feel that they are a part of the decision making process. The principal established a "Faculty Senate" consisting of staff members from each grade level and other certified staff. The Faculty Senate meets regularly to discuss school issues and problems. Issues also come before the staff as a whole and consensus is sought prior to making any final decision.

A good example of the principal's leadership role in maintaining a focus on high achievement is quality of staff. Any school is only as good as its teachers; high student achievement is synonymous with quality teachers and effective instruction. Entz teachers had never experienced a structured form of evaluation. The principal fully implemented the district's instructional model and held teachers accountable for demonstrating effective instructional skills; every teacher receives written feedback following their formal evaluation. In addition, the principal is in every classroom, every day maintaining an ongoing informal evaluation as well.

The principal led efforts to create a new school logo and motto. He maintains high visibility on campus and initiated the "all school" field trips and other campus activities as a modus for building a sense of community between staff, students, and parents. The positive campus climate, the sense of community, and the team spirit of the staff contribute to better classroom performance on the part of both staff and students, and thus higher levels of achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: AIMS

Edition/Publication Year: 2008

Publisher: CTB-MCGRAW-HILL

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
PROFICIENT	90	87	86	93	92
EXCEEDS	47	30	33	49	68
Number of students tested	99	97	91	92	92
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
PROFICIENT	89	87	81	82	77
EXCEEDS	26	23	27	29	46
Number of students tested	23	27	34	22	26
2. Racial/Ethnic Group (specify subgroup): WHITE					
PROFICIENT	94	87	88	97	86
EXCEEDS	53	34	35	55	65
Number of students tested	68	76	77	75	76
3. (specify subgroup): HISPANIC					
PROFICIENT	83	87	80	82	75
EXCEEDS	39	7	10	27	50
Number of students tested	18	15	10	11	16
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2008

Grade: 3
Publisher: CTB-MCGRAW-HILL

Test: AIMS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
PROFICIENT	95	90	87	87	96
EXCEEDS	34	28	18	22	47
Number of students tested	99	97	91	92	92
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
PROFICIENT	95	87	77	85	89
EXCEEDS	26	16	13	0	12
Number of students tested	23	27	33	21	26
2. Racial/Ethnic Group (specify subgroup): WHITE					
PROFICIENT	95	88	91	95	88
EXCEEDS	46	33	21	25	47
Number of students tested	68	76	77	75	76
3. (specify subgroup): HISPANIC					
PROFICIENT	95	80	70	82	81
EXCEEDS	6	0	0	0	25
Number of students tested	18	15	10	11	16
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4

Test: AIMS

Edition/Publication Year: 2008

Publisher: CTB-MCGRAW-HILL

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
PROFICIENT	85	90	95	84	0
EXCEEDS	47	15	62	43	0
Number of students tested	106	104	98	91	0
Percent of total students tested	100	95	96	97	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
PROFICIENT	82	85	88	80	
EXCEEDS	34	32	36	23	
Number of students tested	34	42	25	26	
2. Racial/Ethnic Group (specify subgroup): WHITE					
PROFICIENT	92	95	98	92	
EXCEEDS	55	50	67	51	
Number of students tested	78	76	78	72	
3. (specify subgroup): HISPANIC					
PROFICIENT	73	82	87	69	
EXCEEDS	7	24	40	8	
Number of students tested	15	17	15	13	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The state of Arizona did not test fourth graders during the 2003-2004 school year.

Subject: Reading
Edition/Publication Year: 2008

Grade: 4
Publisher: CTB-MCGRAW-HILL

Test: AIMS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
PROFICIENT	84	87	90	80	0
EXCEEDS	20	20	26	27	0
Number of students tested	106	104	98	91	0
Percent of total students tested	100	95	96	97	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
PROFICIENT	80	77	82	70	
EXCEEDS	11	19	25	6	
Number of students tested	34	42	25	26	
2. Racial/Ethnic Group (specify subgroup): WHITE					
PROFICIENT	89	96	96	90	
EXCEEDS	24	25	30	33	
Number of students tested	78	76	78	72	
3. (specify subgroup): HISPANIC					
PROFICIENT	67	77	73	69	
EXCEEDS	0	12	7	8	
Number of students tested	15	17	15	13	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The state of Arizona did not test fourth grade students during the 2003-2004 school year.

Subject: Mathematics
Edition/Publication Year: 2008

Grade: 5
Publisher: CTB-MCGRAW-HILL

Test: AIMS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
PROFICIENT	88	91	82	76	73
EXCEEDS	33	50	38	23	7
Number of students tested	112	113	93	90	96
Percent of total students tested	96	98	96	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
PROFICIENT	87	75	55	55	33
EXCEEDS	21	25	24	16	22
Number of students tested	45	32	32	19	18
2. Racial/Ethnic Group (specify subgroup): WHITE					
PROFICIENT	92	99	86	83	74
EXCEEDS	39	55	43	28	66
Number of students tested	71	85	76	72	83
3. (specify subgroup): HISPANIC					
PROFICIENT	75	77	54	50	39
EXCEEDS	20	35	8	0	31
Number of students tested	20	17	13	10	13
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2008

Grade: 5
Publisher: CTB-MCGRAW-HILL

Test: AIMS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
PROFICIENT	82	90	81	79	79
EXCEEDS	10	10	20	14	23
Number of students tested	102	107	112	90	96
Percent of total students tested	96	98	96	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
PROFICIENT	77	88	76	77	56
EXCEEDS	14	0	11	23	17
Number of students tested	45	32	32	20	18
2. Racial/Ethnic Group (specify subgroup): WHITE					
PROFICIENT	90	95	92	89	77
EXCEEDS	11	12	23	15	22
Number of students tested	90	85	76	72	83
3. (specify subgroup): HISPANIC					
PROFICIENT	65	82	62	64	62
EXCEEDS	5	6	8	9	15
Number of students tested	20	17	13	11	13
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 6

Test: AIMS

Edition/Publication Year: 2008

Publisher: CTB-MCGRAW HILL

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
PROFICIENT	96	81	88	89	
EXCEEDS	43	33	32	48	
Number of students tested	108	102	100	96	
Percent of total students tested	96	97	99	95	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
PROFICIENT					
EXCEEDS					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): WHITE					
PROFICIENT	99	91	92	96	
EXCEEDS	48	39	37	56	
Number of students tested	86	79	79	77	
3. (specify subgroup): HISPANIC					
PROFICIENT					
EXCEEDS					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The state of Arizona did not test sixth grade students during the 2003 - 2004 school year.

Subject: Reading

Grade: 6

Test: AIMS

Edition/Publication Year: 2008

Publisher: CTB -2008MCGRAW-HILL

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
PROFICIENT	92	79	90	88	
EXCEEDS	18	18	9	14	
Number of students tested	108	102	100	96	
Percent of total students tested	96	97	99	95	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
PROFICIENT	80	63	79	79	
EXCEEDS	4	0	13	25	
Number of students tested	31	34	25	20	
2. Racial/Ethnic Group (specify subgroup): WHITE					
PROFICIENT	97	87	96	94	
EXCEEDS	21	22	11	14	
Number of students tested	86	79	79	77	
3. (specify subgroup): HISPANIC					
PROFICIENT	100	53	69	80	
EXCEEDS	8	0	0	13	
Number of students tested	12	15	13	15	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The state of Arizona did not test sixth grade students during the 2003 2004 school year