

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4250 N Romero Rd, Tucson, AZ 85705

Flowing Wells 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	Performing
2003-04	Performing
2002-03	Performing

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

### 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 Overview

Principal/Administrator : Mr. Brett Karl Bonner  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-6  
 2005 Enrollment : 499  
 Web Address : www.flowingwells.k12.az.us  
 Phone Number : (520) 696-8250  
 Fax Number : (520) 690-5614  
 E-mail : bonnerb@flowingwells.k12.az.us

### Mission

The mission of Homer Davis Elementary School is to provide a caring atmosphere with opportunities for each child to grow academically and in relationship with each other and the world.

### School / Academic Goals

- ü Students will demonstrate effective reading comprehension skills, enjoy and critically analyze quality literature.
- ü Students will demonstrate effective mathematic basic skills and problem-solving strategies.
- ü Students will effectively communicate in written language using the 'Six Traits of Writing' model.
- ü Students will develop critical thinking skills through scientific inquiry.

### Enrollment

October 1, 2004 School Year Student Enrollment : 506  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 37

Instructional Programs

- ü Literature-Based Reading
- ü ESL
- ü Music, Chorus, Band, and Orchestra
- ü On-site Special Education
- ü Problem-Solving Mathematics
- ü Title I Reading Lab
- ü Environmental Education Science
- ü Center for Academically Talented Student

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Parents are provided extensive resources that include handbooks, parenting resources, parent pledges, and regular progress reports. The school maintains a safe environment through enforcement of zero-tolerance of weapons, drugs and violence.

Parents

Parents are expected to send their students to school and to notify the school in the event of absences. Additionally, parents are asked to fulfill commitments as articulated in the School/Parent Pledge.

Transportation Policy

The Flowing Wells District Governing Board has developed a comprehensive transportation plan which serves all students within our district based upon their needs and location in relation to their schools.

School Honors

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

Award/Honor	Year
ü Arizona A+ Top Ten Award	1984
ü PeaceBuilder School	1996
ü Arizona A+ State Award	1998
ü US Department of Education Blue Ribbon Award	1999

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	61	400	79306	100	100	99	437	447	445	15	10	10	19	17	18	52	56	51	15	17	20
All Students (Prior Year)	73	434	75509	97	98	100	529	528	521	8	10	13	16	21	23	44	34	33	32	35	31
Female	28	195	38691	100	99	99	444	448	446	12	12	10	12	13	18	60	59	52	16	17	20
Male	33	203	40583	100	100	99	432	446	445	17	8	11	24	19	18	45	54	50	14	18	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	30	192	32869	97	98	99	425	439	429	21	13	15	28	21	25	45	54	51	7	13	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	27	189	36197	100	100	99	455	454	463	9	7	5	4	11	11	61	60	53	26	22	31
Students with Disabilities	15	65	10321	100	100	100	421	408	389	21	24	30	29	34	27	43	34	34	7	8	9
Students without Disabilities	46	335	69060	96	98	98	443	455	454	13	7	7	15	13	17	55	60	54	18	19	22
Limited English Proficient Students	11	48	15509	100	100	100	400	412	406	50	28	20	20	28	30	30	34	45	0	11	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	47	264	39415	100	96	96	428	440	431	20	13	15	22	21	25	49	52	50	10	14	10
Non-Economically Disadvantaged	14	136	39966	100	100	100	466	460	459	0	3	6	8	8	12	62	65	52	31	24	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	61	400	79395	100	0	99	430	446	446	26	10	9	28	24	25	39	58	55	7	8	11
All Students (Prior Year)	74	436	75492	99	98	100	523	520	519	7	9	12	14	16	16	58	50	47	22	25	24
Female	28	195	38743	100	0	100	439	451	451	24	10	7	20	21	24	44	59	57	12	10	12
Male	33	203	40618	100	0	99	422	441	440	28	11	11	34	27	27	34	57	53	3	5	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	30	192	32915	97	0	99	421	437	426	21	12	15	41	33	35	34	51	47	3	5	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	27	189	36221	100	0	99	442	454	465	30	9	4	13	14	15	43	68	63	13	9	17
Students with Disabilities	15	65	10331	100	0	100	390	406	388	64	27	25	21	37	37	7	32	34	7	3	4
Students without Disabilities	46	335	69139	96	0	99	444	454	454	13	7	7	30	21	24	50	63	58	8	8	11
Limited English Proficient Students	11	48	15545	100	0	100	392	393	399	40	34	21	60	40	42	0	26	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	47	264	39484	100	0	96	415	435	429	34	14	14	29	31	35	29	50	47	7	5	4
Non-Economically Disadvantaged	14	136	39986	100	0	100	477	467	461	0	3	4	23	10	16	69	75	63	8	13	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	61	398	78869	100	100	99	401	437	442	13	9	6	37	20	21	50	64	63	0	7	10
All Students (Prior Year)	73	433	75053	97	98	99	606	600	597	12	6	7	7	11	12	69	74	72	12	10	9
Female	28	194	38536	100	99	99	413	448	458	16	9	4	20	15	15	64	68	67	0	9	14
Male	33	203	40302	100	100	99	391	426	428	10	9	8	52	26	26	38	60	60	0	5	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	30	191	32606	97	97	98	395	436	426	17	10	8	34	19	27	48	66	60	0	5	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	27	188	36078	100	100	99	408	438	459	9	8	4	39	21	16	52	63	66	0	8	14
Students with Disabilities	15	65	10246	100	100	100	341	350	367	21	32	18	64	39	39	14	27	40	0	2	4
Students without Disabilities	46	333	68697	96	98	98	422	454	454	10	4	4	28	16	18	63	71	67	0	8	11
Limited English Proficient Students	11	48	15339	100	100	100	320	379	399	50	26	11	30	21	31	20	51	54	0	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	47	264	39106	100	96	95	390	427	427	17	11	8	41	25	28	41	59	59	0	5	5
Non-Economically Disadvantaged	14	134	39837	100	100	100	438	456	457	0	5	4	23	11	14	77	74	67	0	10	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	76	449	78906	100	98	99	507	493	498	8	10	13	11	21	19	67	57	48	13	12	20
All Students (Prior Year)	87	496	76019	100	100	100	487	493	499	8	13	14	63	44	39	12	17	14	16	25	33
Female	32	228	38644	100	98	99	513	498	500	4	7	12	8	18	19	72	66	49	16	9	19
Male	45	220	40236	100	99	99	501	488	497	14	13	15	14	24	19	62	48	46	11	15	20
African American	NC	12	4087	NC	100	99	NC	492	481	NC	0	20	NC	30	24	NC	70	45	NC	0	11
Hispanic	36	213	31938	100	100	99	510	489	481	10	11	19	7	26	25	72	55	46	10	8	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	33	212	36483	94	96	99	501	496	517	8	10	7	19	18	13	58	57	51	15	16	30
Students with Disabilities	15	75	10664	100	100	100	432	442	430	60	30	42	40	38	27	0	25	26	0	8	5
Students without Disabilities	62	375	68310	98	97	98	520	503	509	0	6	9	6	18	18	79	63	51	15	13	22
Limited English Proficient Students	NC	33	12573	NC	100	100	NC	445	454	NC	16	27	NC	39	30	NC	41	38	NC	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	61	292	38679	97	91	96	503	491	483	10	12	20	12	24	25	63	54	45	14	9	10
Non-Economically Disadvantaged	16	158	40295	100	100	100	514	497	513	8	6	7	8	16	13	77	62	50	8	16	30

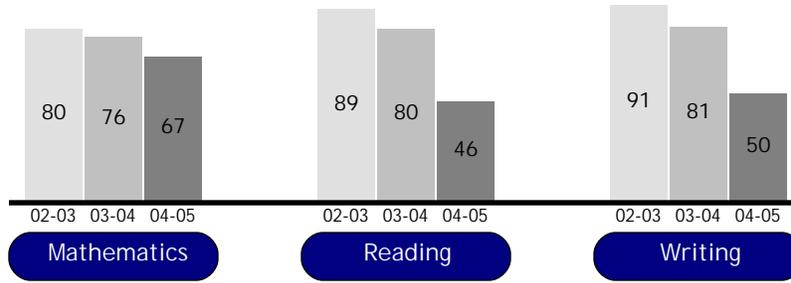
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	449	78908	100	0	99	497	484	484	7	7	10	16	25	23	70	62	58	7	6	9
All Students (Prior Year)	87	497	76020	100	100	100	495	504	503	39	25	25	28	23	23	28	40	40	6	11	12
Female	32	228	38648	100	0	99	500	492	489	0	5	8	20	19	22	76	70	61	4	6	10
Male	45	220	40233	100	0	99	491	476	479	14	9	12	14	31	25	65	55	55	8	6	8
African American	NC	12	4092	NC	0	99	NC	493	473	NC	0	12	NC	20	28	NC	80	54	NC	0	5
Hispanic	36	213	31940	100	0	99	496	476	465	10	11	16	17	30	32	62	54	49	10	5	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	33	212	36502	94	0	99	495	491	502	4	3	4	15	21	14	77	69	67	4	7	15
Students with Disabilities	15	75	10665	100	0	100	427	429	423	50	21	30	40	44	36	10	34	31	0	0	2
Students without Disabilities	62	375	68312	98	0	98	508	494	493	0	4	7	12	22	21	81	67	62	8	7	10
Limited English Proficient Students	NC	33	12556	NC	0	100	NC	414	436	NC	30	24	NC	45	40	NC	25	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	61	292	38662	97	0	96	494	480	468	8	8	16	18	31	32	67	58	49	6	3	3
Non-Economically Disadvantaged	16	158	40315	100	0	100	499	491	498	8	4	5	8	15	15	77	70	66	8	11	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	76	451	78750	100	99	99	511	492	500	3	8	6	28	30	29	69	61	63	0	1	2
All Students (Prior Year)	87	494	75673	100	99	100	515	523	530	16	13	12	25	25	25	57	58	58	1	4	4
Female	32	228	38586	100	98	99	523	509	515	0	6	4	20	21	22	80	71	71	0	3	3
Male	45	221	40135	100	99	99	496	473	486	8	10	8	32	38	35	59	52	56	0	0	1
African American	NC	12	4081	NC	100	99	NC	516	488	NC	0	8	NC	30	32	NC	70	59	NC	0	2
Hispanic	36	212	31841	100	100	99	519	483	483	0	10	8	28	31	36	72	59	55	0	1	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	33	215	36440	94	97	99	495	496	516	8	6	3	31	30	22	62	63	71	0	2	4
Students with Disabilities	15	75	10622	100	100	100	416	398	415	30	31	21	50	48	50	20	21	28	0	0	1
Students without Disabilities	62	377	68196	98	98	98	524	508	513	0	4	3	23	26	25	77	69	69	0	1	3
Limited English Proficient Students	NC	33	12504	NC	100	100	NC	407	451	NC	25	12	NC	36	44	NC	39	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	61	293	38558	97	91	96	507	485	485	4	9	8	29	35	37	67	56	54	0	1	1
Non-Economically Disadvantaged	16	159	40260	100	100	100	507	501	514	8	6	3	23	21	21	69	71	72	0	2	4

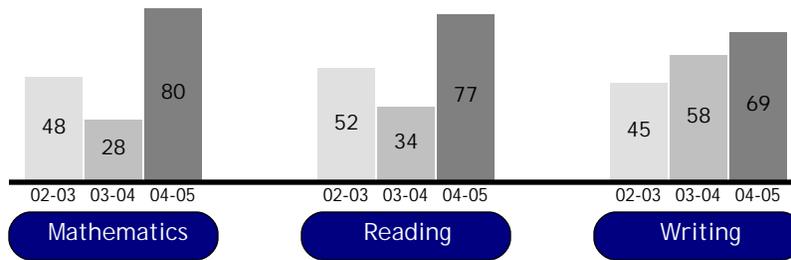
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	50	54	50	92	61	NA	58	100	47	43	47
	Language	96	51	48	43	97	79	54	50	100	55	46	47
	Mathematics	99	58	66	57	97	76	69	64	100	62	50	50
3	Reading	100	56	49	47	96	54	NA	55	100	37	44	44
	Language	100	69	57	54	95	59	59	61	100	37	41	44
	Mathematics	100	72	61	54	95	64	63	61	100	51	51	51
4	Reading	100	45	56	52	100	57	NA	56	100	48	48	48
	Language	100	43	51	48	100	54	52	52	100	48	50	49
	Mathematics	100	65	64	57	100	68	62	61	100	54	56	53
5	Reading	93	52	55	50	98	38	NA	55	100	49	49	50
	Language	97	49	49	46	97	41	47	49	100	48	47	50
	Mathematics	97	60	61	57	98	51	59	63	100	51	47	49
6	Reading	93	59	57	53	95	44	NA	56	100	46	52	51
	Language	100	49	48	45	94	39	48	48	100	39	47	47
	Mathematics	100	74	68	62	94	51	67	66	100	41	52	52

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

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Textbook Selection
- Ü School Safety Issues
- Ü Student Discipline
- Ü Budgetary Decisions

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	5.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	5	0	0
4 to 6 years	5	6	0	0
7 to 9 years	0	0	0	0
10 or more years	1	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Reading Lab
- Ü Multipurpose Room/Athletic Facility
- Ü Library
- Ü Technology Lab

Extracurricular Activities

- Ü Afterschool Sports Program
- Ü Afterschool Math Program
- Ü Afterschool Homework Helpers
- Ü Youth Enrichment Services
- Ü Skills for Success
- Ü Summer Reading Program
- Ü Full Day Kindergarten
- Ü Afterschool Chess

Social Services

- Ü Day Care
- Ü Afterschool Sports Program
- Ü Breakfast/Lunch Program
- Ü Family Resource Center
- Ü Counseling
- Ü PeaceBuilder School
- Ü D.A.R.E. Program
- Ü Extension Programs

ü North Central Association Accreditation.

ü 1999 U.S. Department of Education National Blue Ribbon Award.

ü The 'Skills for Success' summer program offers students academic and recreation courses during the summer months. Academic courses focus on reading, science, and technology. Recreation courses focus on arts, crafts, and athletics.

ü Summer reading program. Provides direct reading instruction to develop and maintain grade level skills and strategies.

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>	12	12	12	17
Transfers In Rate <sup>6</sup>	29	28	28	37
Stability Rate <sup>7</sup>	87	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	1	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

Homer Davis Elementary School whole-heartedly embraces the PeaceBuilders concepts. All staff work closely with our students to reinforce expectations and use peaceful language and skills that create an environment of respect and responsibility.

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	Brett K. Bonner	(520) 696-8250
Transportation Policy	David Krogstad	(520) 696-8870
Community Resources	Family Resource Center	(520) 696-8287
School Nutrition Programs	Food Services/Sherrie Gaona	(520) 696-8260
Parent Organization	Marcia Cortina	(520) 696-8250
Student Health/Nurse	Vonda Dennett	(520) 696-8252

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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