

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3302 N Flowing Wells 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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. Peter M. Wells
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 2005 Enrollment : 646
 Web Address : www.floatingwells.k12.az.us
 Phone Number : (520) 696-8301
 Fax Number : (520) 690-5615
 E-mail : wellsp@floatingwells.k12.az.us

Mission

The Mission of Walter Douglas Elementary School is to work as a team with parents and the community to provide all students the opportunity to acquire the skills needed to be successful citizens.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Demonstrate mastery in basic mathematics skills and problem-solving strategies, as stated by the Arizona Academic Standards.
- ü Demonstrate mastery in basic reading and writing skills, as stated by the Arizona Academic Standards.
- ü Demonstrate excellent character and citizenship.
- ü Promote parent and community involvement.

Enrollment

October 1, 2004 School Year Student Enrollment : 648
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 77

Instructional Programs

- ü English Language Learner (ELL)
- ü Balanced Literacy
- ü Music: Vocal/Band/Orchestra
- ü Character Education
- ü Skills for Success
- ü Individualized Tutorial Programs
- ü Successmaker
- ü Attendance Accountability

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

The school communicates regularly with parents to inform and facilitate a partnership of collaboration. A safe environment is an uncompromisable standard. The school is committed to providing extensive resources to promote student success. The professional staff is highly skilled, caring, and dedicated to helping each child grow.

Parents

Parents are expected to be active participants in their children's success by reinforcing the importance of school and encouraging responsibility. They are expected to serve as positive role models and support student efforts and activities. Every parent is asked to volunteer a minimum of five hours at the school or for school programs.

Transportation Policy

The Flowing Wells School 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 Education Association Promise Grant	2003
ü Fulbright Memorial Fund Master Teacher Award	2003
ü City of Tucson/Pima County Good Neighbor Award	2001
ü Arizona Educational Foundation A+ School Award	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	400	79306	100	100	99	448	447	445	14	10	10	13	17	18	49	56	51	23	17	20
All Students (Prior Year)	88	434	75509	97	98	100	526	528	521	10	10	13	20	21	23	36	34	33	34	35	31
Female	38	195	38691	100	99	99	440	448	446	20	12	10	13	13	18	47	59	52	20	17	20
Male	43	203	40583	100	100	99	453	446	445	10	8	11	13	19	18	51	54	50	26	18	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	59	192	32869	98	98	99	447	439	429	16	13	15	12	21	25	49	54	51	24	13	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	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	20	189	36197	100	100	99	451	454	463	13	7	5	13	11	11	56	60	53	19	22	31
Students with Disabilities	11	65	10321	100	100	100	408	408	389	44	24	30	22	34	27	22	34	34	11	8	9
Students without Disabilities	70	335	69060	97	98	98	454	455	454	10	7	7	12	13	17	53	60	54	25	19	22
Limited English Proficient Students	24	48	15509	100	100	100	435	412	406	21	28	20	18	28	30	43	34	45	18	11	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	73	264	39415	97	96	96	446	440	431	15	13	15	12	21	25	49	52	50	23	14	10
Non-Economically Disadvantaged	NC	136	39966	NC	100	100	NC	460	459	NC	3	6	NC	8	12	NC	65	52	NC	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	81	400	79395	100	0	99	433	446	446	14	10	9	35	24	25	48	58	55	3	8	11
All Students (Prior Year)	89	436	75492	98	98	100	510	520	519	10	9	12	26	16	16	51	50	47	13	25	24
Female	38	195	38743	100	0	100	430	451	451	20	10	7	33	21	24	43	59	57	3	10	12
Male	43	203	40618	100	0	99	435	441	440	10	11	11	36	27	27	51	57	53	3	5	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	59	192	32915	98	0	99	429	437	426	18	12	15	35	33	35	45	51	47	2	5	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	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	20	189	36221	100	0	99	444	454	465	6	9	4	31	14	15	63	68	63	0	9	17
Students with Disabilities	11	65	10331	100	0	100	402	406	388	22	27	25	56	37	37	22	32	34	0	3	4
Students without Disabilities	70	335	69139	97	0	99	438	454	454	13	7	7	32	21	24	52	63	58	3	8	11
Limited English Proficient Students	24	48	15545	100	0	100	407	393	399	32	34	21	36	40	42	32	26	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	73	264	39484	97	0	96	431	435	429	15	14	14	35	31	35	46	50	47	3	5	4
Non-Economically Disadvantaged	NC	136	39986	NC	0	100	NC	467	461	NC	3	4	NC	10	16	NC	75	63	NC	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	81	398	78869	100	100	99	434	437	442	12	9	6	19	20	21	59	64	63	10	7	10
All Students (Prior Year)	88	433	75053	97	98	99	591	600	597	7	6	7	7	11	12	77	74	72	10	10	9
Female	38	194	38536	100	99	99	431	448	458	17	9	4	13	15	15	57	68	67	13	9	14
Male	43	203	40302	100	100	99	436	426	428	8	9	8	23	26	26	62	60	60	8	5	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	59	191	32606	98	97	98	434	436	426	10	10	8	20	19	27	61	66	60	10	5	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	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	20	188	36078	100	100	99	429	438	459	19	8	4	19	21	16	50	63	66	13	8	14
Students with Disabilities	11	65	10246	100	100	100	331	350	367	56	32	18	11	39	39	33	27	40	0	2	4
Students without Disabilities	70	333	68697	97	98	98	449	454	454	5	4	4	20	16	18	63	71	67	12	8	11
Limited English Proficient Students	24	48	15339	100	100	100	411	379	399	18	26	11	18	21	31	61	51	54	4	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	73	264	39106	97	96	95	430	427	427	12	11	8	18	25	28	62	59	59	8	5	5
Non-Economically Disadvantaged	NC	134	39837	NC	100	100	NC	456	457	NC	5	4	NC	11	14	NC	74	67	NC	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	91	449	78906	96	98	99	506	493	498	5	10	13	19	21	19	61	57	48	15	12	20
All Students (Prior Year)	88	496	76019	100	100	100	487	493	499	18	13	14	42	44	39	20	17	14	20	25	33
Female	49	228	38644	94	98	99	500	498	500	7	7	12	14	18	19	71	66	49	7	9	19
Male	42	220	40236	98	99	99	512	488	497	3	13	15	24	24	19	49	48	46	24	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	61	213	31938	100	100	99	501	489	481	5	11	19	22	26	25	60	55	46	13	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	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	28	212	36483	88	96	99	518	496	517	5	10	7	14	18	13	59	57	51	23	16	30
Students with Disabilities	18	75	10664	100	100	100	506	442	430	13	30	42	7	38	27	53	25	26	27	8	5
Students without Disabilities	73	375	68310	94	97	98	506	503	509	3	6	9	22	18	18	63	63	51	13	13	22
Limited English Proficient Students	15	33	12573	100	100	100	482	445	454	13	16	27	35	39	30	43	41	38	9	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	69	292	38679	88	91	96	505	491	483	6	12	20	19	24	25	60	54	45	14	9	10
Non-Economically Disadvantaged	22	158	40295	100	100	100	510	497	513	0	6	7	19	16	13	63	62	50	19	16	30

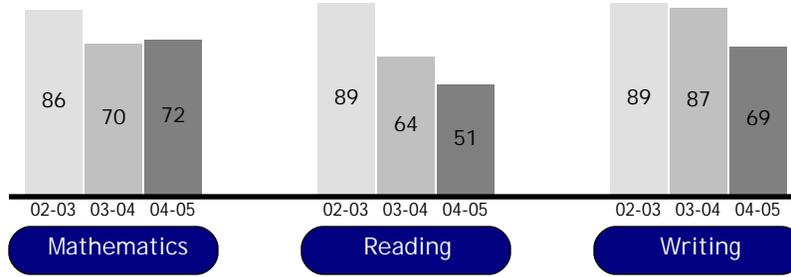
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	449	78908	96	0	99	480	484	484	14	7	10	25	25	23	56	62	58	5	6	9
All Students (Prior Year)	88	497	76020	100	100	100	502	504	503	32	25	25	23	23	23	38	40	40	6	11	12
Female	49	228	38648	94	0	99	479	492	489	14	5	8	19	19	22	62	70	61	5	6	10
Male	42	220	40233	98	0	99	480	476	479	14	9	12	32	31	25	49	55	55	5	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	61	213	31940	100	0	99	472	476	465	18	11	16	27	30	32	55	54	49	0	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	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	28	212	36502	88	0	99	501	491	502	5	3	4	18	21	14	59	69	67	18	7	15
Students with Disabilities	18	75	10665	100	0	100	455	429	423	20	21	30	47	44	36	33	34	31	0	0	2
Students without Disabilities	73	375	68312	94	0	98	486	494	493	13	4	7	20	22	21	61	67	62	6	7	10
Limited English Proficient Students	15	33	12556	100	0	100	441	414	436	39	30	24	39	45	40	22	25	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	69	292	38662	88	0	96	477	480	468	16	8	16	25	31	32	56	58	49	3	3	3
Non-Economically Disadvantaged	22	158	40315	100	0	100	492	491	498	6	4	5	25	15	15	56	70	66	13	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	93	451	78750	98	99	99	466	492	500	16	8	6	34	30	29	50	61	63	0	1	2
All Students (Prior Year)	87	494	75673	99	99	100	485	523	530	22	13	12	31	25	25	44	58	58	3	4	4
Female	50	228	38586	96	98	99	479	509	515	14	6	4	23	21	22	63	71	71	0	3	3
Male	42	221	40135	98	99	99	451	473	486	19	10	8	46	38	35	35	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	61	212	31841	100	100	99	460	483	483	18	10	8	36	31	36	45	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	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	30	215	36440	94	97	99	485	496	516	9	6	3	30	30	22	61	63	71	0	2	4
Students with Disabilities	18	75	10622	100	100	100	380	398	415	53	31	21	40	48	50	7	21	28	0	0	1
Students without Disabilities	75	377	68196	96	98	98	486	508	513	8	4	3	32	26	25	60	69	69	0	1	3
Limited English Proficient Students	15	33	12504	100	100	100	431	407	451	30	25	12	35	36	44	35	39	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	70	293	38558	90	91	96	462	485	485	16	9	8	39	35	37	45	56	54	0	1	1
Non-Economically Disadvantaged	23	159	40260	100	100	100	483	501	514	19	6	3	13	21	21	69	71	72	0	2	4

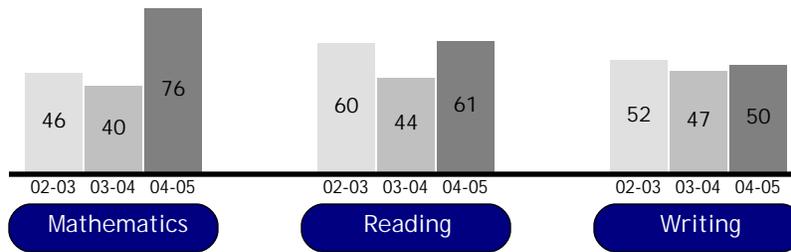
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	40	54	50	100	44	NA	58	100	34	43	47
	Language	100	25	48	43	100	31	54	50	100	39	46	47
	Mathematics	100	50	66	57	100	62	69	64	100	37	50	50
3	Reading	97	42	49	47	96	34	NA	55	100	35	44	44
	Language	99	52	57	54	97	50	59	61	100	33	41	44
	Mathematics	98	61	61	54	97	64	63	61	100	49	51	51
4	Reading	100	47	56	52	98	48	NA	56	100	39	48	48
	Language	99	47	51	48	100	45	52	52	100	42	50	49
	Mathematics	100	67	64	57	98	64	62	61	100	54	56	53
5	Reading	100	41	55	50	100	42	NA	55	96	42	49	50
	Language	97	40	49	46	100	44	47	49	96	44	47	50
	Mathematics	100	50	61	57	100	58	59	63	96	50	47	49
6	Reading	97	41	57	53	97	51	NA	56	100	44	52	51
	Language	99	29	48	45	99	45	48	48	100	38	47	47
	Mathematics	99	59	68	62	99	71	67	66	99	52	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/

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

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

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Advisory Function to the Administration
- Ü School Safety Issues
- Ü Resource Allocation
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	32.00
Other Professional Staff	1.50	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	2	2	0	0
7 to 9 years	2	2	0	1
10 or more years	9	10	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	50
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Site-Based Day Care
- Ü Technology Lab
- Ü Multipurpose Facility
- Ü Telemedicine Center

Extracurricular Activities

- Ü Comprehensive Athletic Program
- Ü Japan Club
- Ü Kiwanis K-Kids Club
- Ü Skills for Success Program
- Ü Lawyers For Literacy
- Ü Read & Eat Family Literacy Program
- Ü Great Artists Club
- Ü Homework Club

Social Services

- Ü Family Resource Center
- Ü Adult English/GED Classes
- Ü Student Dental Care Program
- Ü Counseling Services
- Ü Telemedicine Program
- Ü Summer Outreach
- Ü Big Brothers / Big Sisters Program
- Ü Red Cross First Aid Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Received 99 percent approval rating in annual student and parent climate surveys.

- ü Achieved ninety percent average mastery rate on district academic assessments. These assessments are aligned with the Arizona Academic Standards.

- ü Achieved state recognition as an A+ School by the Arizona Educational Foundation (2004).

- ü Participated in a year long educational partnership with Jigozen Elementary School in Hiroshima, Japan.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	31	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	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

Walter Douglas School has clearly defined values and expectations regarding citizenship. The school also has established fire, lock-down and evacuation plans that are rehearsed regularly. The school perimeter is secure and guests are accounted for prior to coming on campus. The school collaborates closely with local law enforcement agencies. Walter Douglas Elementary School is committed to creating a disciplined, safe, and pleasant learning environment.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mr. Peter M. Wells	(520) 696-8301
Transportation Policy	Mr. David Krogstad	(520) 696-8871
Community Resources	Mr. Peter M. Wells	(520) 696-8301
School Nutrition Programs	Mr. Daniel Esparza	(520) 696-8623
Parent Organization	Mrs. Marie Daily	(520) 696-8300
Student Health/Nurse	Ms. Becky Kennedy	(520) 696-8302

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 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.