



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2040 W Omar Dr, Tucson, AZ 85704

Amphitheater 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 Highly Performing
2003-04 Highly Performing
2002-03 Highly Performing

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

School Overview

Principal/Administrator : Mrs. Anita R. Howard
Schedule : 07:30 AM to 03:30 PM
Grades : Pre-K-5
2005 Enrollment : 370
Web Address : www.amphi.com/schools/donaldson
Phone Number : (520) 696-6160
Fax Number : (520) 696-6204
E-mail : ahoward@amphi.com

Mission

The mission of Donaldson Elementary School is to inspire students to be responsible, lifelong learners who are productive members of society.

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

- Students will increase achievement in reading.
The percentage of Kinder, 1st and 2nd grade students showing they met the DIBELS benchmark for their grade level will increase by 10%.
The percentage of 3rd, 4th and 5th students showing the expected growth on the Measure of Academic Progress (MAP) will increase by 10%
Eighty percent of students will maintain or exceed the same stanine from the prior year for total reading component on Standardized Testing.

Enrollment

October 1, 2004 School Year Student Enrollment : 404
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 55

Instructional Programs

- Special Education Preschool
- Gifted
- On-site Special Education
- Sheltered English Immersion

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Responsibilities include communicating the Strategic Improvement Plan, the Handbook of Student Rights and Responsibilities, and all federal and state Compliance Notices. Clear communication about school, parent and student responsibilities.

Parents

Parents are asked to ensure proper attendance including getting their students to school on time, assist in academic achievement, review all rules, attend orientation meetings and conferences, read the newsletter and other parent communications.

Transportation Policy

Riding the school vehicles is a privilege. Stops are located one-half mile grades K-3 and one mile for grades 4-5. We support safe, secure transportation to and from school, which includes appropriate behavior on buses and the wearing of seat belts.

School Honors

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

Award/Honor	Year
• March of Dimes State Reading Champs	2003
• SW Regional Science Fair Winner	2004
• Odyssey of the Mind World Competition	2004
• Odyssey of the Mind State Competition	2005

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	62	1215	79306	100	100	99	470	451	445	10	8	10	8	16	18	47	50	51	35	27	20
All Students (Prior Year)	70	1254	75509	97	99	100	533	532	521	9	10	13	24	21	23	31	30	33	36	40	31
Female	33	572	38691	100	100	99	473	453	446	13	7	10	3	17	18	47	49	52	38	27	20
Male	29	643	40583	100	100	99	467	450	445	7	9	11	14	15	18	46	50	50	32	27	21
African American	NC	53	4041	NC	98	99	NC	428	426	NC	14	17	NC	26	23	NC	43	50	NC	17	10
Hispanic	11	429	32869	100	100	99	429	427	429	36	12	15	9	25	25	45	49	51	9	13	10
Asian/Pacific Islander	--	37	1935	--	100	99	--	474	474	--	7	3	--	7	9	--	53	48	--	33	40
American Indian/Alaskan Native	NC	22	4264	NC	100	100	NC	431	419	NC	10	19	NC	20	30	NC	65	45	NC	5	6
White	44	674	36197	100	100	99	482	467	463	2	5	5	7	10	11	49	50	53	42	36	31
Students with Disabilities	13	223	10321	100	100	100	419	390	389	46	26	30	0	25	27	54	36	34	0	12	9
Students without Disabilities	49	993	69060	96	98	98	485	465	454	0	4	7	11	14	17	45	53	54	45	30	22
Limited English Proficient Students	NC	171	15509	NC	100	100	NC	385	406	NC	18	20	NC	31	30	NC	47	45	NC	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	24	548	39415	96	96	96	431	436	431	27	12	15	14	25	25	55	52	50	5	12	10
Non-Economically Disadvantaged	38	668	39966	100	100	100	493	463	459	0	5	6	5	9	12	42	48	52	53	38	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	62	1214	79395	100	0	99	467	451	446	7	8	9	15	22	25	60	56	55	18	14	11
All Students (Prior Year)	71	1255	75492	99	99	100	522	525	519	6	8	12	15	16	16	59	47	47	21	29	24
Female	33	572	38743	100	0	100	474	456	451	6	7	7	9	21	24	63	57	57	22	16	12
Male	29	642	40618	100	0	99	460	446	440	7	9	11	21	24	27	57	55	53	14	13	9
African American	NC	54	4052	NC	0	100	NC	441	434	NC	5	11	NC	26	29	NC	62	54	NC	7	6
Hispanic	11	428	32915	100	0	99	444	423	426	18	12	15	18	36	35	55	46	47	9	5	4
Asian/Pacific Islander	--	37	1936	--	0	99	--	465	468	--	7	3	--	13	14	--	63	63	--	17	19
American Indian/Alaskan Native	NC	22	4271	NC	0	100	NC	432	420	NC	15	15	NC	40	42	NC	35	41	NC	10	2
White	44	673	36221	100	0	99	473	469	465	5	5	4	14	13	15	60	61	63	21	20	17
Students with Disabilities	13	221	10331	100	0	100	413	384	388	31	30	25	38	32	37	23	31	34	8	7	4
Students without Disabilities	49	994	69139	96	0	99	483	466	454	0	3	7	9	20	24	70	61	58	21	16	11
Limited English Proficient Students	NC	171	15545	NC	0	100	NC	377	399	NC	19	21	NC	47	42	NC	32	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	24	547	39484	96	0	96	432	432	429	18	13	14	27	36	35	45	47	47	9	4	4
Non-Economically Disadvantaged	38	668	39986	100	0	100	488	466	461	0	4	4	8	12	16	68	62	63	24	22	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	62	1213	78869	100	100	99	461	447	442	0	4	6	18	20	21	77	64	63	5	11	10
All Students (Prior Year)	71	1250	75053	99	99	99	569	619	597	6	5	7	13	11	12	76	70	72	4	14	9
Female	33	572	38536	100	100	99	475	464	458	0	3	4	9	14	15	81	67	67	9	16	14
Male	29	641	40302	100	100	99	446	433	428	0	6	8	29	26	26	71	62	60	0	7	7
African American	NC	54	4015	NC	100	99	NC	431	430	NC	7	8	NC	24	24	NC	60	61	NC	10	7
Hispanic	11	428	32606	100	100	98	452	421	426	0	7	8	18	30	27	82	58	60	0	5	5
Asian/Pacific Islander	--	37	1925	--	100	99	--	457	471	--	3	3	--	23	11	--	63	64	--	10	22
American Indian/Alaskan Native	NC	22	4245	NC	100	100	NC	445	423	NC	0	9	NC	25	26	NC	70	61	NC	5	4
White	44	672	36078	100	100	99	465	464	459	0	3	4	16	13	16	77	68	66	7	16	14
Students with Disabilities	13	221	10246	100	100	100	424	379	367	0	12	18	54	41	39	46	40	40	0	6	4
Students without Disabilities	49	993	68697	96	98	98	471	463	454	0	3	4	9	15	18	85	70	67	6	12	11
Limited English Proficient Students	NC	171	15339	NC	100	100	NC	371	399	NC	12	11	NC	38	31	NC	49	54	NC	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	24	549	39106	96	96	95	437	430	427	0	6	8	41	31	28	59	58	59	0	4	5
Non-Economically Disadvantaged	38	665	39837	100	100	100	475	461	457	0	3	4	5	12	14	87	69	67	8	17	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	65	1298	78906	100	100	99	516	512	498	7	9	13	18	16	19	51	47	48	25	29	20
All Students (Prior Year)	71	1315	76019	100	99	100	528	519	499	5	8	14	25	29	39	20	16	14	51	47	33
Female	29	653	38644	100	100	99	519	518	500	4	7	12	12	14	19	64	49	49	20	29	19
Male	36	645	40236	100	100	99	514	507	497	9	10	15	22	17	19	41	44	46	28	29	20
African American	NC	43	4087	NC	96	99	NC	498	481	NC	11	20	NC	25	24	NC	44	45	NC	19	11
Hispanic	19	448	31938	100	100	99	496	484	481	8	15	19	23	26	25	62	44	46	8	14	10
Asian/Pacific Islander	NC	44	1805	NC	100	98	NC	551	536	NC	3	5	NC	3	8	NC	41	45	NC	54	42
American Indian/Alaskan Native	--	26	4593	--	93	100	--	491	467	--	26	26	--	13	29	--	43	39	--	17	6
White	37	737	36483	100	100	99	534	527	517	0	4	7	17	10	13	50	49	51	33	37	30
Students with Disabilities	12	221	10664	100	100	100	464	437	430	25	35	42	50	31	27	17	25	26	8	9	5
Students without Disabilities	53	1078	68310	100	99	98	530	528	509	2	3	9	9	12	18	60	51	51	29	33	22
Limited English Proficient Students	NC	121	12573	NC	100	100	NC	446	454	NC	19	27	NC	33	30	NC	42	38	NC	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	23	544	38679	92	95	96	493	491	483	15	14	20	30	25	25	50	47	45	5	14	10
Non-Economically Disadvantaged	42	755	40295	100	100	100	528	527	513	3	5	7	11	9	13	51	46	50	35	40	30

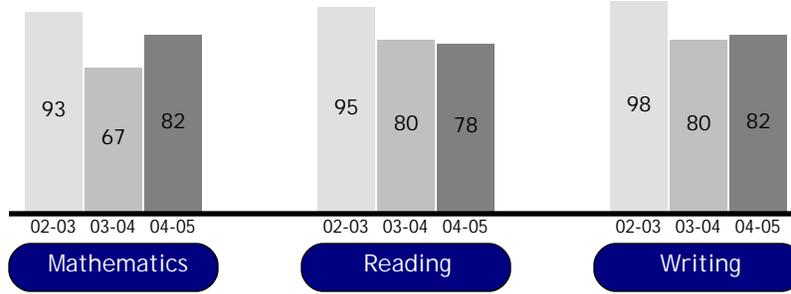
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	1299	78908	100	0	99	506	491	484	4	8	10	18	19	23	61	61	58	18	12	9
All Students (Prior Year)	71	1314	76020	100	99	100	522	509	503	9	18	25	14	21	23	52	42	40	26	18	12
Female	29	654	38648	100	0	99	518	501	489	0	6	8	4	16	22	84	64	61	12	14	10
Male	36	645	40233	100	0	99	496	482	479	6	10	12	28	22	25	44	58	55	22	9	8
African American	NC	43	4092	NC	0	99	NC	484	473	NC	3	12	NC	42	28	NC	50	54	NC	6	5
Hispanic	19	448	31940	100	0	99	489	463	465	0	18	16	31	31	32	62	47	49	8	4	3
Asian/Pacific Islander	NC	44	1805	NC	0	98	NC	508	507	NC	5	4	NC	11	13	NC	73	65	NC	11	18
American Indian/Alaskan Native	--	26	4569	--	0	100	--	474	457	--	13	18	--	39	39	--	39	41	--	9	2
White	37	738	36502	100	0	99	522	507	502	0	2	4	8	11	14	67	70	67	25	17	15
Students with Disabilities	12	221	10665	100	0	100	454	425	423	8	29	30	50	36	36	42	32	31	0	3	2
Students without Disabilities	53	1079	68312	100	0	98	520	505	493	2	3	7	9	16	21	67	67	62	22	14	10
Limited English Proficient Students	NC	121	12556	NC	0	100	NC	421	436	NC	24	24	NC	44	40	NC	31	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	23	544	38662	92	0	96	482	471	468	0	14	16	35	32	32	60	53	49	5	2	3
Non-Economically Disadvantaged	42	756	40315	100	0	100	519	505	498	5	4	5	8	11	15	62	67	66	24	18	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	65	1297	78750	100	100	99	523	503	500	4	6	6	14	24	29	82	66	63	0	3	2
All Students (Prior Year)	70	1307	75673	99	98	100	614	558	530	2	9	12	11	18	25	73	66	58	14	8	4
Female	29	653	38586	100	100	99	547	524	515	0	3	4	0	20	22	100	74	71	0	4	3
Male	36	644	40135	100	99	99	505	483	486	6	10	8	25	29	35	69	59	56	0	2	1
African American	NC	43	4081	NC	96	99	NC	507	488	NC	3	8	NC	33	32	NC	61	59	NC	3	2
Hispanic	19	447	31841	100	100	99	511	470	483	8	11	8	23	37	36	69	50	55	0	1	1
Asian/Pacific Islander	NC	43	1802	NC	98	98	NC	545	533	NC	3	2	NC	8	16	NC	76	75	NC	14	7
American Indian/Alaskan Native	--	27	4586	--	96	100	--	485	481	--	21	8	--	25	37	--	50	54	--	4	1
White	37	737	36440	100	100	99	535	520	516	3	3	3	6	18	22	92	75	71	0	3	4
Students with Disabilities	12	221	10622	100	100	100	471	411	415	8	26	21	58	42	50	33	32	28	0	0	1
Students without Disabilities	53	1077	68196	100	99	98	537	522	513	2	2	3	2	21	25	96	73	69	0	4	3
Limited English Proficient Students	NC	120	12504	NC	100	100	NC	425	451	NC	13	12	NC	47	44	NC	40	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	23	541	38558	92	95	96	500	478	485	10	11	8	15	36	37	75	53	54	0	0	1
Non-Economically Disadvantaged	42	757	40260	100	100	100	536	520	514	0	3	3	14	17	21	86	75	72	0	5	4

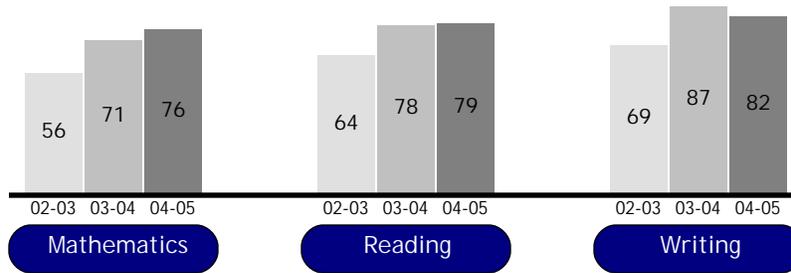
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	59	59	50	97	61	NA	58	98	52	54	47
	Language	96	49	51	43	99	61	59	50	98	54	55	47
	Mathematics	100	64	66	57	100	78	72	64	100	59	58	50
3	Reading	99	71	58	47	99	57	NA	55	100	56	49	44
	Language	99	78	63	54	100	71	68	61	100	54	48	44
	Mathematics	100	80	67	54	99	67	71	61	100	64	57	51
4	Reading	93	74	63	52	96	73	NA	56	100	53	54	48
	Language	90	71	59	48	94	68	59	52	100	52	54	49
	Mathematics	96	74	69	57	96	74	72	61	100	59	59	53
5	Reading	97	67	63	50	97	78	NA	55	100	61	55	50
	Language	100	66	58	46	97	69	60	49	100	56	55	50
	Mathematics	97	73	72	57	97	79	78	63	100	57	56	49

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

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

Council Duties

- Ü State Tax Credit Monies Budget
- Ü School Safety Issues
- Ü Curriculum Alignment
- Ü Student Achievement
- Ü Technology Usage
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	25.30
Other Professional Staff	1.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	3	2	0	0
7 to 9 years	0	1	0	0
10 or more years	8	9	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	53
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Head-end Video Lab
- Ü Daily News Video Studio

Extracurricular Activities

- Ü Computer Lab
- Ü Chorus
- Ü Orchestra/Band
- Ü Student Council
- Ü Daily News Crew
- Ü Reading Counts
- Ü Odyssey of the Mind
- Ü Yearbook Club

Social Services

- Ü Day Care
- Ü Afterschool Program
- Ü Health Services
- Ü Counseling Services

School Achievements/Accomplishments 2004-05

- ü Twelve Donaldson Students competed in the Southern Arizona Regional Science and Engineering Fair. Four placed.

- ü Two 'Donaldson Odyssey of the Mind' team placed 2nd in regional finals and 3rd in State, 2005.

- ü Ninety-nine Donaldson students were published in a national poetry book.
Two fifth graders were published in a national anthology.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	23	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	0	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

Emergency lock-down and evacuation procedures for staff/student safety. Visitors must sign-in at office. All staff and visitors must wear identification badges. 'Second Step Violence Prevention' curriculum with lessons in every classroom weekly. One of 55 Tucson Links school stressing a safe and drug free environment. 'Get Real About Tobacco' and Dare programs in place.

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	Anita Howard	(520) 696-6160
Transportation Policy	Mark Lappitt	(520) 696-3783
Community Resources	Anita Howard	(520) 696-6160
School Nutrition Programs	Karen Abels	(520) 696-6202
Parent Organization	Donna Catalano	(520) 575-7009
Student Health/Nurse	Linda Wendorf	(520) 696-6164

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.

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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.