



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 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
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)

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

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

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

School / Academic Goals

- 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, 2005 School Year Student Enrollment : 418
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 55

Instructional Programs

- Ü Traditional Classroom Groupings
- Ü Gifted
- Ü On-site Special Education
- Ü Sheltered English Immersion
- Ü Preschool Special Education
- Ü Speech

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
Ü March of Dimes State Reading Champs	2003
Ü SW Regional Science Fair Winner	2004
Ü Odyssey of the Mind World Competition	2004
Ü 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	65	1211	80010	100	99	99	458	456	447	5	8	10	11	15	18	66	55	53	18	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	581	38935	100	100	99	464	453	447	NA	7	9	12	18	19	73	55	55	15	20	17
Male	32	628	40974	100	98	98	452	460	448	9	8	11	9	13	18	59	54	52	22	26	19
African American	NC	63	4201	NC	98	99	NC	432	430	NC	22	17	NC	16	23	NC	51	51	NC	11	9
Hispanic	18	450	34545	100	99	99	445	434	432	11	13	14	17	25	24	56	53	53	17	10	9
Asian/Pacific Islander	NC	52	2068	NC	100	99	NC	477	474	NC	4	4	NC	2	10	NC	60	50	NC	35	36
American Indian/Alaskan Native	NC	35	3979	NC	100	96	NC	441	424	NC	11	17	NC	14	30	NC	66	47	NC	9	6
White	40	609	35142	100	99	99	467	474	465	3	2	5	8	9	11	70	55	56	20	33	28
Students with Disabilities	18	203	10161	100	98	93	430	431	419	11	18	28	22	27	28	61	44	36	6	11	8
Students without Disabilities	47	1008	69849	100	99	100	469	461	451	2	6	7	6	13	17	68	57	56	23	25	19
Limited English Proficient Students	NC	117	14013	NC	97	97	NC	404	413	NC	32	24	NC	35	34	NC	32	39	NC	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	27	574	39029	100	96	98	449	434	432	11	13	14	NA	23	25	78	56	52	11	8	9
Non-Economically Disadvantaged	38	637	40981	100	100	100	465	477	462	NA	3	6	18	8	13	58	53	54	24	36	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	1213	79438	100	99	98	465	458	451	6	8	9	14	20	24	68	57	56	12	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	583	38775	100	100	99	475	461	457	NA	7	7	12	20	22	73	58	58	15	15	13
Male	32	628	40560	100	98	97	454	456	446	13	9	12	16	20	25	63	57	54	9	14	9
African American	NC	64	4178	NC	100	98	NC	435	439	NC	20	13	NC	20	29	NC	55	52	NC	5	6
Hispanic	18	451	34297	100	99	98	457	435	434	11	13	14	17	33	31	67	49	50	6	5	5
Asian/Pacific Islander	NC	52	2063	NC	100	99	NC	477	475	NC	4	3	NC	8	15	NC	65	63	NC	23	20
American Indian/Alaskan Native	NC	35	3940	NC	100	95	NC	434	429	NC	11	14	NC	46	36	NC	40	47	NC	3	3
White	40	609	34887	100	99	98	472	478	471	5	3	4	8	11	15	70	64	63	18	22	18
Students with Disabilities	18	202	9588	100	98	88	442	428	416	17	22	30	11	28	32	67	44	34	6	7	5
Students without Disabilities	47	1011	69850	100	100	100	473	464	456	2	5	7	15	19	23	68	60	59	15	16	12
Limited English Proficient Students	NC	118	13856	NC	98	96	NC	393	407	NC	43	27	NC	33	43	NC	24	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	27	575	38685	100	96	97	452	434	435	11	13	14	19	33	32	63	50	50	7	4	5
Non-Economically Disadvantaged	38	638	40753	100	100	99	474	480	467	3	4	5	11	9	16	71	64	62	16	24	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	1212	79971	100	99	99	432	434	423	2	7	8	45	35	41	51	50	49	3	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	581	38974	100	100	99	451	447	437	NA	5	5	30	27	33	67	58	57	3	10	4
Male	32	629	40895	100	99	98	412	422	410	3	9	10	59	42	47	34	43	41	3	6	2
African American	NC	64	4203	NC	100	99	NC	395	411	NC	22	11	NC	38	45	NC	34	43	NC	6	2
Hispanic	18	449	34481	100	99	99	438	419	410	NA	10	10	50	42	46	44	44	43	6	4	1
Asian/Pacific Islander	NC	52	2067	NC	100	99	NC	458	449	NC	4	4	NC	21	28	NC	60	60	NC	15	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	410	409	NC	9	10	NC	49	47	NC	40	42	NC	3	1
White	40	610	35150	100	99	99	433	448	437	3	4	5	35	30	35	60	56	56	3	10	5
Students with Disabilities	18	202	10258	100	98	94	408	394	377	6	17	23	50	44	51	44	38	25	NA	1	1
Students without Disabilities	47	1010	69713	100	100	100	441	441	429	NA	5	5	43	33	39	53	53	52	4	9	3
Limited English Proficient Students	NC	115	13985	NC	95	97	NC	368	382	NC	30	18	NC	42	54	NC	28	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	27	575	38994	100	96	98	419	413	409	4	10	10	52	45	47	41	42	41	4	3	1
Non-Economically Disadvantaged	38	637	40977	100	100	100	440	452	437	NA	4	5	39	25	34	58	58	56	3	12	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	1230	80147	99	97	99	479	492	482	11	7	11	16	15	17	49	47	49	24	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	595	39281	98	98	99	480	492	483	15	6	9	12	15	17	49	48	50	24	31	24
Male	29	634	40780	100	96	98	476	492	482	7	8	12	21	15	17	48	47	48	24	30	24
African American	NC	54	4249	NC	96	99	NC	478	464	NC	11	17	NC	13	22	NC	56	48	NC	20	13
Hispanic	17	451	33494	100	97	99	441	473	466	24	10	15	29	23	23	41	50	49	6	17	14
Asian/Pacific Islander	--	41	2103	--	100	99	--	526	515	--	NA	4	--	5	8	--	37	44	--	59	45
American Indian/Alaskan Native	NC	25	4117	NC	100	96	NC	465	456	NC	8	19	NC	32	27	NC	56	46	NC	4	8
White	44	658	36122	98	97	99	492	505	501	7	5	5	14	10	10	45	46	50	34	39	35
Students with Disabilities	12	190	10295	100	88	92	426	459	443	50	24	33	25	26	26	8	36	33	17	14	8
Students without Disabilities	58	1040	69852	98	99	100	489	498	488	3	4	7	14	13	16	57	50	51	26	33	26
Limited English Proficient Students	NC	150	12722	NC	96	97	NC	442	441	NC	21	27	NC	37	33	NC	39	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	28	568	38371	97	96	97	442	469	465	29	12	15	29	23	23	36	51	49	7	14	13
Non-Economically Disadvantaged	42	662	41776	100	99	100	503	512	498	NA	3	6	7	9	11	57	45	49	36	44	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	1231	79686	99	97	98	475	477	470	13	9	11	16	21	24	64	58	57	7	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	594	39163	98	98	99	478	482	475	12	8	9	12	19	22	66	61	60	10	13	10
Male	29	636	40438	100	97	97	471	473	465	14	10	13	21	24	25	62	56	54	3	10	7
African American	NC	54	4228	NC	96	98	NC	463	458	NC	19	15	NC	17	28	NC	61	53	NC	4	4
Hispanic	17	450	33299	100	97	98	454	457	452	18	13	17	35	34	32	41	50	47	6	4	3
Asian/Pacific Islander	--	41	2097	--	100	99	--	489	490	--	5	5	--	10	13	--	78	68	--	7	14
American Indian/Alaskan Native	NC	25	4087	NC	100	96	NC	461	446	NC	8	16	NC	36	38	NC	52	44	NC	4	2
White	44	660	35914	98	98	98	485	492	489	11	5	5	7	14	15	73	63	67	9	18	14
Students with Disabilities	12	190	9808	100	88	87	425	440	432	50	31	35	25	27	32	25	37	30	NA	5	3
Students without Disabilities	58	1041	69878	98	100	100	486	484	475	5	5	8	14	20	23	72	62	61	9	12	9
Limited English Proficient Students	NC	149	12594	NC	95	96	NC	419	422	NC	34	34	NC	50	45	NC	15	21	NC	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	28	567	38095	97	96	97	448	453	452	29	16	17	29	33	32	43	49	48	NA	3	3
Non-Economically Disadvantaged	42	664	41591	100	99	99	493	498	486	2	3	6	7	11	16	79	67	65	12	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	1231	80372	99	97	99	473	480	475	4	4	4	34	29	30	61	64	64	NA	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	595	39452	98	98	99	480	491	488	5	4	3	24	22	22	71	70	72	NA	5	3
Male	29	635	40836	100	97	98	462	470	464	3	4	6	48	35	37	48	58	56	NA	3	1
African American	NC	54	4264	NC	96	99	NC	465	465	NC	6	5	NC	31	35	NC	61	59	NC	2	1
Hispanic	17	450	33608	100	97	99	452	463	462	12	6	6	47	39	36	41	52	57	NA	3	1
Asian/Pacific Islander	--	41	2098	--	100	99	--	504	500	--	2	2	--	12	16	--	78	75	--	7	7
American Indian/Alaskan Native	NC	25	4128	NC	100	97	NC	460	464	NC	8	4	NC	40	39	NC	44	56	NC	8	1
White	44	660	36213	98	98	99	479	492	489	2	3	2	32	22	22	66	72	72	NA	4	3
Students with Disabilities	12	192	10526	100	88	94	428	441	427	17	11	15	50	46	53	33	41	31	NA	2	1
Students without Disabilities	58	1039	69846	98	99	100	482	486	482	2	3	3	31	25	26	67	68	69	NA	4	2
Limited English Proficient Students	NC	148	12747	NC	94	97	NC	419	432	NC	14	12	NC	58	52	NC	28	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	28	569	38521	97	96	98	456	457	461	7	6	6	46	41	38	46	51	55	NA	1	1
Non-Economically Disadvantaged	42	662	41851	100	99	100	484	499	489	2	2	3	26	18	22	71	75	72	NA	6	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	1240	79306	99	98	99	514	518	504	10	8	13	23	17	20	40	48	49	27	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	640	38845	100	98	99	508	519	505	NA	7	11	41	16	20	45	49	50	14	28	18
Male	48	598	40383	98	97	98	516	516	504	15	10	14	15	18	19	38	46	47	33	26	19
African American	NC	50	4171	NC	96	98	NC	480	485	NC	20	20	NC	32	26	NC	38	44	NC	10	10
Hispanic	17	440	32673	94	97	99	510	497	487	6	14	18	35	25	25	29	47	46	29	15	10
Asian/Pacific Islander	NC	42	2147	NC	95	99	NC	543	539	NC	2	5	NC	10	10	NC	45	46	NC	43	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	498	479	NC	13	22	NC	30	29	NC	35	43	NC	22	7
White	45	682	36234	100	98	99	518	533	523	11	4	6	13	11	13	49	49	52	27	35	28
Students with Disabilities	12	157	10286	100	87	91	450	470	462	42	28	41	50	40	27	8	27	27	NA	4	5
Students without Disabilities	58	1083	69020	98	100	100	527	524	510	3	5	9	17	14	18	47	51	52	33	30	21
Limited English Proficient Students	NC	79	10291	NC	95	96	NC	450	458	NC	38	38	NC	38	34	NC	24	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	16	498	37437	94	95	97	483	489	486	19	14	19	31	30	26	44	45	46	6	11	9
Non-Economically Disadvantaged	54	742	41869	100	99	100	523	537	521	7	4	7	20	9	14	39	49	51	33	38	27

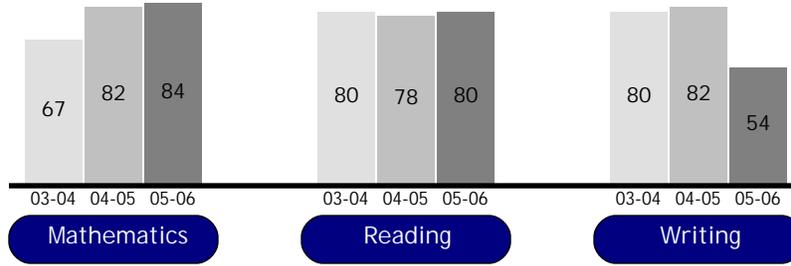
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	1242	79000	99	98	98	503	498	489	1	6	10	19	20	24	73	62	58	7	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	643	38774	100	98	99	506	503	494	NA	4	7	14	17	22	82	66	61	5	13	10
Male	48	597	40150	98	97	98	501	493	485	2	8	12	21	23	25	69	59	55	8	10	8
African American	NC	50	4153	NC	96	98	NC	465	476	NC	16	13	NC	36	30	NC	48	53	NC	NA	4
Hispanic	17	438	32508	94	97	98	497	478	472	NA	11	15	29	29	33	65	56	49	6	4	3
Asian/Pacific Islander	NC	42	2142	NC	95	99	NC	510	510	NC	5	4	NC	10	14	NC	69	67	NC	17	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	485	467	NC	4	14	NC	30	37	NC	57	46	NC	9	2
White	45	686	36135	100	98	98	505	513	508	2	2	4	16	13	14	76	67	67	7	17	15
Students with Disabilities	12	160	9991	100	88	88	447	459	449	8	19	33	75	44	36	17	32	29	NA	6	2
Students without Disabilities	58	1082	69009	98	99	100	514	504	495	NA	4	6	7	16	22	84	67	62	9	13	10
Limited English Proficient Students	NC	77	10199	NC	93	95	NC	431	439	NC	40	35	NC	52	47	NC	8	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	16	497	37234	94	95	97	485	474	472	NA	12	15	31	32	33	69	53	50	NA	3	3
Non-Economically Disadvantaged	54	745	41766	100	100	99	508	515	505	2	2	5	15	12	16	74	69	65	9	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	70	1238	79611	99	98	99	519	515	496	3	4	7	29	29	37	67	64	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	644	39016	100	98	99	544	532	511	NA	2	4	14	21	29	86	74	66	NA	3	1
Male	48	592	40519	98	96	98	507	496	482	4	7	10	35	39	44	58	54	46	2	1	0
African American	NC	50	4188	NC	96	98	NC	479	486	NC	14	9	NC	30	40	NC	56	50	NC	NA	0
Hispanic	17	438	32855	94	97	99	529	497	481	6	7	10	24	39	43	71	53	47	NA	1	0
Asian/Pacific Islander	NC	42	2149	NC	95	100	NC	541	519	NC	NA	4	NC	24	24	NC	67	70	NC	10	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	505	478	NC	4	10	NC	30	46	NC	65	44	NC	NA	0
White	45	682	36380	100	98	99	512	528	511	2	3	4	31	23	30	67	71	65	NA	3	1
Students with Disabilities	12	155	10664	100	86	94	443	453	440	17	17	23	67	55	54	17	27	22	NA	1	1
Students without Disabilities	58	1083	68947	98	100	100	534	523	504	NA	3	4	21	26	34	78	69	61	2	2	1
Limited English Proficient Students	NC	77	10362	NC	93	97	NC	427	438	NC	26	22	NC	56	57	NC	18	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	16	498	37626	94	95	98	502	487	479	NA	7	10	50	45	45	50	47	45	NA	1	0
Non-Economically Disadvantaged	54	740	41985	100	99	100	523	534	511	4	2	4	22	19	30	72	76	65	2	3	1

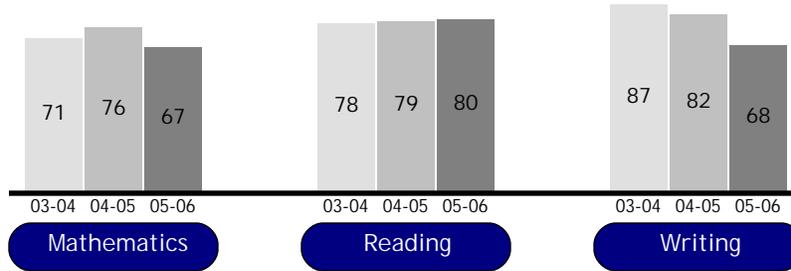
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	61	NA	58	98	52	54	47	100	56	56	46
	Language	99	61	59	50	98	54	55	47	100	59	54	48
	Mathematics	100	78	72	64	100	59	58	50	100	61	58	52
3	Reading	99	57	NA	55	100	56	49	44	100	58	54	46
	Language	100	71	68	61	100	54	48	44	100	56	52	46
	Mathematics	99	67	71	61	100	64	57	51	100	68	63	52
4	Reading	96	73	NA	56	100	53	54	48	99	56	58	52
	Language	94	68	59	52	100	52	54	49	99	59	58	52
	Mathematics	96	74	72	61	100	59	59	53	99	59	65	58
5	Reading	97	78	NA	55	100	61	55	50	99	65	63	56
	Language	97	69	60	49	100	56	55	50	99	63	61	54
	Mathematics	97	79	78	63	100	57	56	49	99	54	61	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."

Marion Donaldson Elementary School

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 Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly 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 2005-06

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

ü 143 Donaldson students were published in a national poetry book.
Two fifth graders were published in a national anthology.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Emergency lock-down and evacuation procedures for staff/student safety. Visitors must sign-in at office. All staff and visitors must wear identification badges. Northwest Fire Department Fire Prevention/Safety Program and Mini-Muster. 'Second Step Violence Prevention' curriculum with lessons in every classroom weekly. Participant in Pima County Sheriff Department Star Program, 'Get Real About Tobacco' program in place.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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

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

Contacts

	Name	Phone Number
School Site Council	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.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

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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.