

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

826 W Chapala 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	Excelling
2004-05	Excelling
2003-04	Excelling

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

School Overview

Principal/Administrator : Mr. Andrew T. Heinemann
 Schedule : 07:30 AM to 03:30 PM
 Grades : K-6
 Web Address : www.amphi.com/schools/harelson
 Phone Number : (520) 696-6020
 Fax Number : (520) 696-6070
 E-mail : aheinemann@amphi.com

Mission

The mission of Harelson School, as a Community dedicated to excellence, is to ensure a sound academic foundation and empower our students to become self-directed, responsible, innovative, life-long learners by providing a safe, challenging, educational environment established with active partnerships among staff, family, and community.

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

- ü Students will meet or exceed the State Standards in Writing, utilizing the Six Traits of Writing criteria.
- ü Students will meet or exceed the State Standards in Mathematics as measured by the AIMS Test.
- ü Students will meet or exceed the State Standards in Reading as measured by the AIMS Test.
- ü Teachers will continue to incorporate technology and 21st Century skills into the regular classroom which will enhance instructional practices.

Enrollment

October 1, 2005 School Year Student Enrollment : 502
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 204

Instructional Programs

- Standards-based Curriculum
- Focus on Arizona State Standards
- Fine Arts Program (K-6)
- Student Leadership Program, Grade 6
- Lower Quartile Reading Program (K-3)
- Reading Crew Tutorial Program (1-3)
- Second Step Violence Prevention (K-6)

Calendar Information

Number of Instruction Days :	178
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

Commitment to Excellence. Safe and Orderly Environment. Clear and Focused Mission. Climate of High Expectations. Opportunity to Learn and Student time on task. Frequent Monitoring of Student Progress. Positive Home-School Relations. Strong Instructional Leadership.

Parents

Parents provide the love of learning and the true motivation to help their child succeed in school. Parents volunteer as classroom aides and serve in the PTO, Site Council, and a variety of committees. Parents support a variety of afterschool clubs and activities.

Transportation Policy

Transportation is provided for students who live more than one-half mile from the school. Transportation is not provided to students on open enrollment.

School Honors

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

Award/Honor	Year
• Received the EXCELLING label four years in a row	2002
• Bobcat Code of Honor Student Monthly Winners	2005
• 1st Place in the Public Education Xeriscape Contest	2003
• \$10,000 Schoolyard AZ Game and Fish Heritage Grant	2003

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	71	1211	80010	99	99	99	477	456	447	4	8	10	11	15	18	44	55	53	41	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	581	38935	97	100	99	481	453	447	6	7	9	3	18	19	51	55	55	40	20	17
Male	36	628	40974	100	98	98	473	460	448	3	8	11	19	13	18	36	54	52	42	26	19
African American	--	63	4201	--	98	99	--	432	430	--	22	17	--	16	23	--	51	51	--	11	9
Hispanic	13	450	34545	93	99	99	453	434	432	NA	13	14	31	25	24	62	53	53	8	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	--	35	3979	--	100	96	--	441	424	--	11	17	--	14	30	--	66	47	--	9	6
White	51	609	35142	100	99	99	479	474	465	6	2	5	8	9	11	41	55	56	45	33	28
Students with Disabilities	18	203	10161	100	98	93	445	431	419	17	18	28	28	27	28	28	44	36	28	11	8
Students without Disabilities	53	1008	69849	98	99	100	488	461	451	NA	6	7	6	13	17	49	57	56	45	25	19
Limited English Proficient Students	--	117	14013	--	97	97	--	404	413	--	32	24	--	35	34	--	32	39	--	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	14	574	39029	100	96	98	436	434	432	21	13	14	14	23	25	57	56	52	7	8	9
Non-Economically Disadvantaged	57	637	40981	98	100	100	487	477	462	NA	3	6	11	8	13	40	53	54	49	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	72	1213	79438	100	99	98	481	458	451	6	8	9	8	20	24	58	57	56	28	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	583	38775	100	100	99	492	461	457	3	7	7	3	20	22	61	58	58	33	15	13
Male	36	628	40560	100	98	97	470	456	446	8	9	12	14	20	25	56	57	54	22	14	9
African American	--	64	4178	--	100	98	--	435	439	--	20	13	--	20	29	--	55	52	--	5	6
Hispanic	14	451	34297	100	99	98	463	435	434	NA	13	14	29	33	31	57	49	50	14	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	--	35	3940	--	100	95	--	434	429	--	11	14	--	46	36	--	40	47	--	3	3
White	51	609	34887	100	99	98	482	478	471	8	3	4	4	11	15	61	64	63	27	22	18
Students with Disabilities	18	202	9588	100	98	88	439	428	416	22	22	30	17	28	32	50	44	34	11	7	5
Students without Disabilities	54	1011	69850	100	100	100	495	464	456	NA	5	7	6	19	23	61	60	59	33	16	12
Limited English Proficient Students	--	118	13856	--	98	96	--	393	407	--	43	27	--	33	43	--	24	29	--	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	14	575	38685	100	96	97	440	434	435	21	13	14	14	33	32	57	50	50	7	4	5
Non-Economically Disadvantaged	58	638	40753	100	100	99	490	480	467	2	4	5	7	9	16	59	64	62	33	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	72	1212	79971	100	99	99	447	434	423	6	7	8	21	35	41	65	50	49	8	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	581	38974	100	100	99	457	447	437	6	5	5	8	27	33	75	58	57	11	10	4
Male	36	629	40895	100	99	98	437	422	410	6	9	10	33	42	47	56	43	41	6	6	2
African American	--	64	4203	--	100	99	--	395	411	--	22	11	--	38	45	--	34	43	--	6	2
Hispanic	14	449	34481	100	99	99	429	419	410	7	10	10	21	42	46	71	44	43	NA	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	--	35	3995	--	100	96	--	410	409	--	9	10	--	49	47	--	40	42	--	3	1
White	51	610	35150	100	99	99	450	448	437	6	4	5	22	30	35	61	56	56	12	10	5
Students with Disabilities	18	202	10258	100	98	94	405	394	377	11	17	23	50	44	51	33	38	25	6	1	1
Students without Disabilities	54	1010	69713	100	100	100	461	441	429	4	5	5	11	33	39	76	53	52	9	9	3
Limited English Proficient Students	--	115	13985	--	95	97	--	368	382	--	30	18	--	42	54	--	28	27	--	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	14	575	38994	100	96	98	401	413	409	14	10	10	29	45	47	57	42	41	NA	3	1
Non-Economically Disadvantaged	58	637	40977	100	100	100	458	452	437	3	4	5	19	25	34	67	58	56	10	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	76	1230	80147	99	97	99	501	492	482	4	7	11	11	15	17	42	47	49	43	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	595	39281	100	98	99	499	492	483	3	6	9	9	15	17	48	48	50	39	31	24
Male	43	634	40780	98	96	98	503	492	482	5	8	12	12	15	17	37	47	48	47	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	15	451	33494	100	97	99	485	473	466	13	10	15	13	23	23	40	50	49	33	17	14
Asian/Pacific Islander	NC	41	2103	NC	100	99	NC	526	515	NC	NA	4	NC	5	8	NC	37	44	NC	59	45
American Indian/Alaskan Native	--	25	4117	--	100	96	--	465	456	--	8	19	--	32	27	--	56	46	--	4	8
White	57	658	36122	98	97	99	505	505	501	2	5	5	11	10	10	40	46	50	47	39	35
Students with Disabilities	19	190	10295	95	88	92	467	459	443	11	24	33	21	26	26	63	36	33	5	14	8
Students without Disabilities	57	1040	69852	100	99	100	513	498	488	2	4	7	7	13	16	35	50	51	56	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	18	568	38371	95	96	97	477	469	465	17	12	15	6	23	23	61	51	49	17	14	13
Non-Economically Disadvantaged	58	662	41776	100	99	100	509	512	498	NA	3	6	12	9	11	36	45	49	52	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	75	1231	79686	97	97	98	495	477	470	3	9	11	16	21	24	60	58	57	21	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	594	39163	97	98	99	501	482	475	NA	8	9	16	19	22	63	61	60	22	13	10
Male	43	636	40438	98	97	97	491	473	465	5	10	13	16	24	25	58	56	54	21	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	14	450	33299	93	97	98	479	457	452	NA	13	17	36	34	32	43	50	47	21	4	3
Asian/Pacific Islander	NC	41	2097	NC	100	99	NC	489	490	NC	5	5	NC	10	13	NC	78	68	NC	7	14
American Indian/Alaskan Native	--	25	4087	--	100	96	--	461	446	--	8	16	--	36	38	--	52	44	--	4	2
White	57	660	35914	98	98	98	499	492	489	4	5	5	12	14	15	61	63	67	23	18	14
Students with Disabilities	18	190	9808	90	88	87	451	440	432	6	31	35	39	27	32	50	37	30	6	5	3
Students without Disabilities	57	1041	69878	100	100	100	509	484	475	2	5	8	9	20	23	63	62	61	26	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	17	567	38095	89	96	97	467	453	452	6	16	17	24	33	32	59	49	48	12	3	3
Non-Economically Disadvantaged	58	664	41591	100	99	99	503	498	486	2	3	6	14	11	16	60	67	65	24	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	76	1231	80372	99	97	99	487	480	475	4	4	4	25	29	30	68	64	64	3	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	595	39452	100	98	99	506	491	488	3	4	3	15	22	22	79	70	72	3	5	3
Male	43	635	40836	98	97	98	472	470	464	5	4	6	33	35	37	60	58	56	2	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	15	450	33608	100	97	99	471	463	462	7	6	6	40	39	36	53	52	57	NA	3	1
Asian/Pacific Islander	NC	41	2098	NC	100	99	NC	504	500	NC	2	2	NC	12	16	NC	78	75	NC	7	7
American Indian/Alaskan Native	--	25	4128	--	100	97	--	460	464	--	8	4	--	40	39	--	44	56	--	8	1
White	57	660	36213	98	98	99	489	492	489	4	3	2	23	22	22	70	72	72	4	4	3
Students with Disabilities	19	192	10526	95	88	94	444	441	427	11	11	15	47	46	53	42	41	31	NA	2	1
Students without Disabilities	57	1039	69846	100	99	100	501	486	482	2	3	3	18	25	26	77	68	69	4	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	18	569	38521	95	96	98	436	457	461	17	6	6	44	41	38	39	51	55	NA	1	1
Non-Economically Disadvantaged	58	662	41851	100	99	100	502	499	489	NA	2	3	19	18	22	78	75	72	3	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	77	1240	79306	99	98	99	539	518	504	1	8	13	5	17	20	55	48	49	39	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	640	38845	98	98	99	550	519	505	NA	7	11	NA	16	20	49	49	50	51	28	18
Male	38	598	40383	100	97	98	529	516	504	3	10	14	11	18	19	61	46	47	26	26	19
African American	--	50	4171	--	96	98	--	480	485	--	20	20	--	32	26	--	38	44	--	10	10
Hispanic	15	440	32673	100	97	99	547	497	487	7	14	18	NA	25	25	53	47	46	40	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	--	23	4034	--	100	97	--	498	479	--	13	22	--	30	29	--	35	43	--	22	7
White	60	682	36234	98	98	99	537	533	523	NA	4	6	7	11	13	55	49	52	38	35	28
Students with Disabilities	13	157	10286	87	87	91	493	470	462	8	28	41	31	40	27	54	27	27	8	4	5
Students without Disabilities	64	1083	69020	100	100	100	549	524	510	NA	5	9	NA	14	18	55	51	52	45	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	NC	498	37437	NC	95	97	NC	489	486	NC	14	19	NC	30	26	NC	45	46	NC	11	9
Non-Economically Disadvantaged	70	742	41869	100	99	100	543	537	521	1	4	7	1	9	14	56	49	51	41	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	78	1242	79000	100	98	98	519	498	489	1	6	10	12	20	24	68	62	58	19	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	643	38774	100	98	99	531	503	494	3	4	7	NA	17	22	73	66	61	25	13	10
Male	38	597	40150	100	97	98	506	493	485	NA	8	12	24	23	25	63	59	55	13	10	8
African American	--	50	4153	--	96	98	--	465	476	--	16	13	--	36	30	--	48	53	--	NA	4
Hispanic	15	438	32508	100	97	98	527	478	472	NA	11	15	7	29	33	67	56	49	27	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	--	23	4016	--	100	96	--	485	467	--	4	14	--	30	37	--	57	46	--	9	2
White	61	686	36135	100	98	98	517	513	508	2	2	4	13	13	14	67	67	67	18	17	15
Students with Disabilities	14	160	9991	93	88	88	476	459	449	7	19	33	43	44	36	43	32	29	7	6	2
Students without Disabilities	64	1082	69009	100	99	100	528	504	495	NA	4	6	5	16	22	73	67	62	22	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	NC	497	37234	NC	95	97	NC	474	472	NC	12	15	NC	32	33	NC	53	50	NC	3	3
Non-Economically Disadvantaged	71	745	41766	100	100	99	522	515	505	1	2	5	8	12	16	69	69	65	21	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	76	1238	79611	97	98	99	547	515	496	7	4	7	11	29	37	78	64	56	5	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	644	39016	98	98	99	570	532	511	3	2	4	NA	21	29	90	74	66	8	3	1
Male	37	592	40519	97	96	98	522	496	482	11	7	10	22	39	44	65	54	46	3	1	0
African American	--	50	4188	--	96	98	--	479	486	--	14	9	--	30	40	--	56	50	--	NA	0
Hispanic	15	438	32855	100	97	99	556	497	481	NA	7	10	13	39	43	80	53	47	7	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	--	23	3992	--	100	96	--	505	478	--	4	10	--	30	46	--	65	44	--	NA	0
White	59	682	36380	97	98	99	543	528	511	8	3	4	10	23	30	76	71	65	5	3	1
Students with Disabilities	12	155	10664	80	86	94	456	453	440	33	17	23	42	55	54	25	27	22	NA	1	1
Students without Disabilities	64	1083	68947	100	100	100	564	523	504	2	3	4	5	26	34	88	69	61	6	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	NC	498	37626	NC	95	98	NC	487	479	NC	7	10	NC	45	45	NC	47	45	NC	1	0
Non-Economically Disadvantaged	69	740	41985	99	99	100	550	534	511	6	2	4	9	19	30	80	76	65	6	3	1

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

6th 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	78	1244	79327	98	95	98	559	528	518	3	11	19	13	19	20	47	51	46	37	19	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	631	38961	98	97	98	556	530	520	4	10	16	12	18	20	49	54	48	35	18	16
Male	27	610	40295	96	93	97	566	527	516	NA	12	21	15	20	19	44	48	44	41	19	16
African American	--	42	4247	--	88	98	--	503	499	--	24	27	--	24	24	--	43	41	--	10	8
Hispanic	NC	418	32327	NC	94	98	NC	503	499	NC	20	27	NC	27	25	NC	45	41	NC	7	8
Asian/Pacific Islander	NC	41	1939	NC	98	99	NC	548	556	NC	5	6	NC	7	10	NC	59	47	NC	29	36
American Indian/Alaskan Native	--	28	4391	--	85	96	--	511	489	--	21	32	--	21	27	--	50	36	--	7	4
White	67	714	36373	99	97	98	563	544	538	1	6	10	12	15	14	46	54	52	40	26	25
Students with Disabilities	NC	146	9321	NC	72	87	NC	476	467	NC	39	54	NC	36	22	NC	20	21	NC	5	3
Students without Disabilities	71	1098	70006	100	100	100	563	534	524	1	8	14	8	17	19	52	55	49	38	21	18
Limited English Proficient Students	--	86	9431	--	90	95	--	466	466	--	48	53	--	34	27	--	19	18	--	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	487	37097	NC	90	97	NC	502	498	NC	21	27	NC	27	25	NC	45	41	NC	6	7
Non-Economically Disadvantaged	70	757	42230	97	99	99	562	545	535	1	5	11	14	14	15	44	54	50	40	27	24

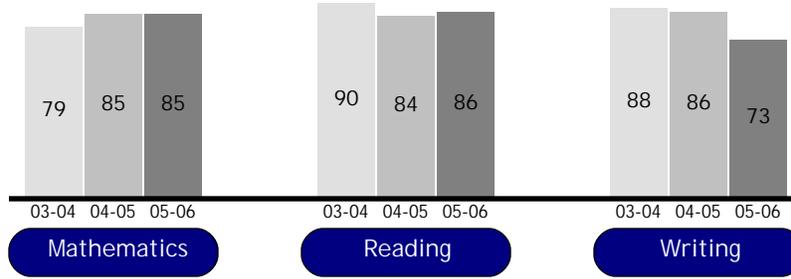
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	1271	79501	98	97	98	530	505	497	NA	8	10	12	21	25	81	65	60	8	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	639	39062	98	98	99	534	512	502	NA	6	8	8	18	23	84	68	64	8	8	5
Male	27	628	40368	96	96	98	525	499	491	NA	9	13	19	25	27	74	62	57	7	4	3
African American	--	47	4279	--	98	99	--	484	485	--	15	14	--	30	30	--	51	54	--	4	2
Hispanic	NC	432	32389	NC	97	98	NC	479	478	NC	16	16	NC	35	34	NC	47	48	NC	2	1
Asian/Pacific Islander	NC	41	1936	NC	98	99	NC	516	519	NC	5	3	NC	10	14	NC	83	73	NC	2	9
American Indian/Alaskan Native	--	30	4401	--	91	96	--	487	473	--	17	17	--	27	40	--	57	43	--	NA	1
White	67	719	36446	99	98	99	533	523	516	NA	2	4	12	13	15	79	76	73	9	8	7
Students with Disabilities	NC	172	9411	NC	85	88	NC	466	453	NC	22	36	NC	45	36	NC	33	26	NC	1	1
Students without Disabilities	71	1099	70090	100	100	100	535	511	502	NA	6	7	7	18	24	85	70	65	8	7	5
Limited English Proficient Students	--	90	9401	--	94	94	--	430	443	--	54	40	--	38	46	--	8	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	509	37183	NC	94	97	NC	478	479	NC	16	16	NC	35	34	NC	48	49	NC	1	1
Non-Economically Disadvantaged	70	762	42318	97	100	99	533	523	513	NA	2	5	11	12	17	80	77	70	9	9	7

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	78	1268	80000	98	97	99	624	573	564	NA	2	3	NA	9	11	54	70	75	46	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	644	39288	98	99	99	632	589	579	NA	1	2	NA	4	6	47	68	77	53	26	16
Male	27	622	40644	96	95	98	610	557	549	NA	4	4	NA	13	15	67	72	74	33	11	7
African American	--	46	4307	--	96	99	--	552	551	--	4	4	--	11	13	--	74	75	--	11	7
Hispanic	NC	430	32672	NC	96	99	NC	550	548	NC	4	4	NC	13	14	NC	75	76	NC	9	6
Asian/Pacific Islander	NC	40	1945	NC	95	99	NC	590	592	NC	3	1	NC	8	4	NC	60	69	NC	30	25
American Indian/Alaskan Native	--	30	4424	--	91	97	--	544	549	--	7	3	--	13	14	--	73	77	--	7	5
White	67	721	36602	99	98	99	628	589	579	NA	1	2	NA	6	7	51	67	75	49	25	16
Students with Disabilities	NC	170	9919	NC	84	93	NC	523	505	NC	5	9	NC	30	35	NC	59	54	NC	6	2
Students without Disabilities	71	1098	70081	100	100	100	629	580	571	NA	2	2	NA	5	7	51	72	79	49	21	12
Limited English Proficient Students	--	91	9571	--	95	96	--	482	502	--	14	10	--	35	29	--	51	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	506	37534	NC	94	98	NC	546	547	NC	4	4	NC	14	15	NC	76	76	NC	6	5
Non-Economically Disadvantaged	70	762	42466	97	100	100	627	591	578	NA	2	2	NA	5	7	50	66	75	50	27	16

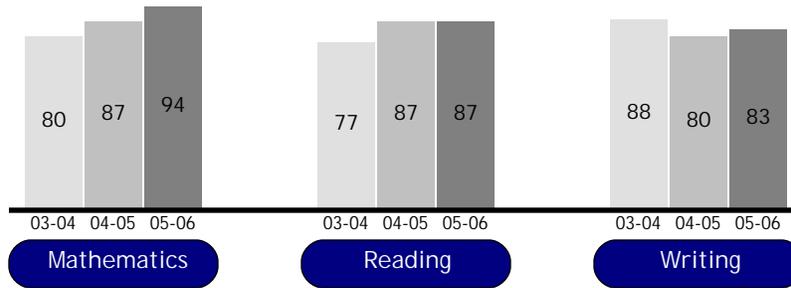
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	70	NA	58	100	70	54	47	97	75	56	46
	Language	97	69	59	50	100	65	55	47	97	70	54	48
	Mathematics	97	80	72	64	100	73	58	50	98	75	58	52
3	Reading	97	74	NA	55	99	63	49	44	100	75	54	46
	Language	100	74	68	61	99	55	48	44	100	67	52	46
	Mathematics	100	81	71	61	99	63	57	51	100	75	63	52
4	Reading	97	83	NA	56	100	67	54	48	97	70	58	52
	Language	100	74	59	52	100	63	54	49	99	63	58	52
	Mathematics	98	83	72	61	100	71	59	53	99	68	65	58
5	Reading	100	85	NA	55	100	66	55	50	100	76	63	56
	Language	100	77	60	49	100	66	55	50	99	78	61	54
	Mathematics	100	88	78	63	100	64	56	49	100	78	61	52
6	Reading	99	81	NA	56	100	77	57	51	98	75	61	56
	Language	99	78	61	48	100	77	55	47	98	75	58	50
	Mathematics	99	93	80	66	100	78	61	52	98	79	65	58

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."

Winifred Harelson Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Monitor School Improvement Plan
- Ü Recommendations for Improvement
- Ü School Safety Issues
- Ü School Community Relations
- Ü Curriculum Review
- Ü School Policy Review

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	2.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	69
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Primary Computer Lab
- Ü Intermediate Computer Lab
- Ü Elementary Library/Literacy Room
- Ü Media Studio for Bobcat News

Extracurricular Activities

- Ü Student Council (4-6)
- Ü Band and Orchestra (4-6)
- Ü Track (K-6)
- Ü Garden Club (K-6)
- Ü Entrepreneurs Club (Grades 4-6)
- Ü Science Fair (K-6)
- Ü Technology Club (K-6)
- Ü Odyssey of the Mind (4-6)

Social Services

- Ü School-age Child Care
- Ü Community School Classes
- Ü Counseling Services
- Ü Health Services
- Ü Psychology Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Harelson has received the EXCELLING label four years in a row (2002-2005).

- ü Harelson supports the community and local organizations. This year, students have raised money for the American Heart Association, Leukemia Society, Community Food Bank, and volunteered in classrooms of severely disabled students.

- ü Harelson sponsored the 6th Annual Amphitheater Peace Conference. Local community support included media personnel, other schools in the Amphitheater School District, as well as local political leaders.

- ü Harelson completed the Nocturnal Pollinator Habitat Project funded by the Arizona Game and Fish Heritage Grant.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	95	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

We celebrate a Week Without Violence and we are the host site for the 6th Annual Peace Conference involving local media directors and local leaders. Programs such as our Bobcat Code of Honor help us create a safe environment for children.

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	Andrew T. Heinemann	(520) 696-6022
Transportation Policy	Marc Lappitt	(520) 696-3780
Community Resources	Andrew T. Heinemann	(520) 696-6022
School Nutrition Programs	Gail Collins	(520) 696-5992
Parent Organization	Theresa Stanley	(520) 696-6020
Student Health/Nurse	Sandi Wheeler	(520) 696-5728

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 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 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.