

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3500 N Cherry Ave, Tucson, AZ 85719

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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

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

### School Overview

Principal/Administrator : Mr. Ernest M. Galaz  
 Schedule : 07:00 AM to 04:30 PM  
 Grades : Pre-K-5  
 2005 Enrollment : 459  
 Web Address : www.amphi.com/~holaway/  
 Phone Number : (520) 696-6880  
 Fax Number : (520) 696-6924  
 E-mail : egalaz@amphi.com

### Mission

The mission of the Holaway Elementary School Community is to provide an exemplary education in a safe, caring environment that inspires academic success through readiness, responsibility, respect, and resilience.  
 Holaway: Educating for the future - Continuing a tradition of excellence.

### School / Academic Goals

- ü Every Holaway student will be proficient in reading, writing, and mathematics.
- ü Every Holaway student will successfully employ reading, writing and mathematics skills in complex projects and activities.

### Enrollment

October 1, 2004 School Year Student Enrollment : 462  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 34

Instructional Programs

- ü On-site Special Education
- ü SEI
- ü Gifted (REACH)
- ü Title I
- ü Lower Quartile Math
- ü Balanced Literacy

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Provide an exemplary education. Inspire academic success. Communicate regularly with parents and community. Provide a safe and caring environment. Continue Holaway's tradition of excellence.

Parents

Holaway families and community members are active partners in the learning process, who extend their children's learning through meaningful activities at home and in the community, and actively participate in the decisions that drive success in the classroom and school.

Transportation Policy

Amphitheater Transportation Department provides transportation and related services to students and school personnel in a safe, efficient and professional manner while seeking to build cooperation and pride among all Amphitheater community members.

School Honors

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

Award/Honor	Year
ü Computer Learning Foundation Certification	2001
ü Fabulous 5th Graders and the Future (PCC)	2002

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	67	1215	79306	100	100	99	438	451	445	10	8	10	19	16	18	44	50	51	27	27	20
All Students (Prior Year)	60	1254	75509	97	99	100	521	532	521	9	10	13	28	21	23	31	30	33	31	40	31
Female	28	572	38691	100	100	99	428	453	446	12	7	10	23	17	18	42	49	52	23	27	20
Male	39	643	40583	100	100	99	446	450	445	9	9	11	15	15	18	45	50	50	30	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	28	429	32869	100	100	99	421	427	429	16	12	15	32	25	25	32	49	51	20	13	10
Asian/Pacific Islander	NC	37	1935	NC	100	99	NC	474	474	NC	7	3	NC	7	9	NC	53	48	NC	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	29	674	36197	100	100	99	442	467	463	8	5	5	8	10	11	54	50	53	29	36	31
Students with Disabilities	18	223	10321	100	100	100	385	390	389	25	26	30	13	25	27	44	36	34	19	12	9
Students without Disabilities	49	993	69060	96	98	98	458	465	454	5	4	7	21	14	17	44	53	54	30	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	46	548	39415	90	96	96	440	436	431	12	12	15	24	25	25	45	52	50	19	12	10
Non-Economically Disadvantaged	21	668	39966	100	100	100	435	463	459	6	5	6	6	9	12	41	48	52	47	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	67	1214	79395	100	0	99	435	451	446	8	8	9	27	22	25	54	56	55	10	14	11
All Students (Prior Year)	60	1255	75492	97	99	100	512	525	519	15	8	12	22	16	16	44	47	47	19	29	24
Female	28	572	38743	100	0	100	428	456	451	4	7	7	31	21	24	58	57	57	8	16	12
Male	39	642	40618	100	0	99	441	446	440	12	9	11	24	24	27	52	55	53	12	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	28	428	32915	100	0	99	418	423	426	12	12	15	36	36	35	44	46	47	8	5	4
Asian/Pacific Islander	NC	37	1936	NC	0	99	NC	465	468	NC	7	3	NC	13	14	NC	63	63	NC	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	29	673	36221	100	0	99	436	469	465	8	5	4	29	13	15	54	61	63	8	20	17
Students with Disabilities	18	221	10331	100	0	100	381	384	388	25	30	25	25	32	37	31	31	34	19	7	4
Students without Disabilities	49	994	69139	96	0	99	456	466	454	2	3	7	28	20	24	63	61	58	7	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	46	547	39484	90	0	96	441	432	429	10	13	14	31	36	35	55	47	47	5	4	4
Non-Economically Disadvantaged	21	668	39986	100	0	100	421	466	461	6	4	4	18	12	16	53	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	67	1213	78869	100	100	99	428	447	442	3	4	6	24	20	21	71	64	63	2	11	10
All Students (Prior Year)	60	1250	75053	97	99	99	603	619	597	9	5	7	13	11	12	65	70	72	13	14	9
Female	28	572	38536	100	100	99	431	464	458	4	3	4	15	14	15	77	67	67	4	16	14
Male	39	641	40302	100	100	99	425	433	428	3	6	8	30	26	26	67	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	28	428	32606	100	100	98	419	421	426	0	7	8	36	30	27	64	58	60	0	5	5
Asian/Pacific Islander	NC	37	1925	NC	100	99	NC	457	471	NC	3	3	NC	23	11	NC	63	64	NC	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	29	672	36078	100	100	99	418	464	459	8	3	4	17	13	16	75	68	66	0	16	14
Students with Disabilities	18	221	10246	100	100	100	382	379	367	6	12	18	38	41	39	50	40	40	6	6	4
Students without Disabilities	49	993	68697	96	98	98	445	463	454	2	3	4	19	15	18	79	70	67	0	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	46	549	39106	90	96	95	436	430	427	2	6	8	29	31	28	69	58	59	0	4	5
Non-Economically Disadvantaged	21	665	39837	100	100	100	406	461	457	6	3	4	12	12	14	76	69	67	6	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	70	1298	78906	97	100	99	462	512	498	15	9	13	22	16	19	37	47	48	25	29	20
All Students (Prior Year)	66	1315	76019	93	99	100	498	519	499	10	8	14	39	29	39	21	16	14	30	47	33
Female	28	653	38644	97	100	99	480	518	500	18	7	12	18	14	19	41	49	49	23	29	19
Male	42	645	40236	98	100	99	451	507	497	14	10	15	24	17	19	35	44	46	27	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	36	448	31938	97	100	99	416	484	481	21	15	19	39	26	25	32	44	46	7	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	NC	26	4593	NC	93	100	NC	491	467	NC	26	26	NC	13	29	NC	43	39	NC	17	6
White	25	737	36483	96	100	99	497	527	517	9	4	7	5	10	13	41	49	51	45	37	30
Students with Disabilities	20	221	10664	95	100	100	306	437	430	41	35	42	41	31	27	18	25	26	0	9	5
Students without Disabilities	50	1078	68310	98	99	98	525	528	509	5	3	9	14	12	18	45	51	51	36	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	49	544	38679	89	95	96	475	491	483	15	14	20	28	25	25	41	47	45	15	14	10
Non-Economically Disadvantaged	21	755	40295	100	100	100	435	527	513	15	5	7	10	9	13	30	46	50	45	40	30

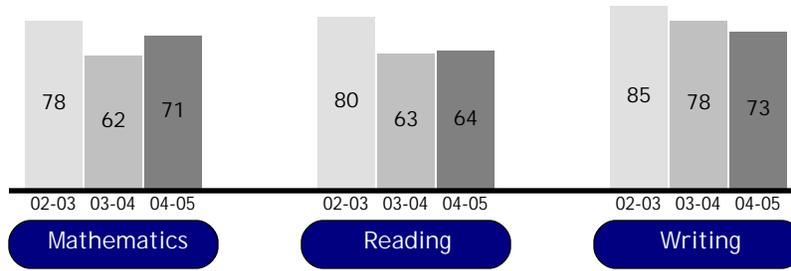
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	1299	78908	99	0	99	435	491	484	17	8	10	34	19	23	39	61	58	10	12	9
All Students (Prior Year)	65	1314	76020	92	99	100	503	509	503	38	18	25	18	21	23	25	42	40	18	18	12
Female	29	654	38648	100	0	99	456	501	489	18	6	8	32	16	22	36	64	61	14	14	10
Male	42	645	40233	98	0	99	423	482	479	16	10	12	35	22	25	41	58	55	8	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	36	448	31940	97	0	99	398	463	465	29	18	16	46	31	32	21	47	49	4	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	NC	26	4569	NC	0	100	NC	474	457	NC	13	18	NC	39	39	NC	39	41	NC	9	2
White	26	738	36502	100	0	99	465	507	502	9	2	4	18	11	14	50	70	67	23	17	15
Students with Disabilities	20	221	10665	95	0	100	299	425	423	47	29	30	41	36	36	12	32	31	0	3	2
Students without Disabilities	51	1079	68312	100	0	98	490	505	493	5	3	7	31	16	21	50	67	62	14	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	49	544	38662	89	0	96	450	471	468	21	14	16	41	32	32	33	53	49	5	2	3
Non-Economically Disadvantaged	22	756	40315	100	0	100	406	505	498	10	4	5	20	11	15	50	67	66	20	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	71	1297	78750	99	100	99	464	503	500	8	6	6	27	24	29	61	66	63	3	3	2
All Students (Prior Year)	66	1307	75673	93	98	100	528	558	530	13	9	12	21	18	25	64	66	58	2	8	4
Female	29	653	38586	100	100	99	500	524	515	0	3	4	41	20	22	55	74	71	5	4	3
Male	42	644	40135	98	99	99	442	483	486	14	10	8	19	29	35	65	59	56	3	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	36	447	31841	97	100	99	421	470	483	14	11	8	36	37	36	50	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	NC	27	4586	NC	96	100	NC	485	481	NC	21	8	NC	25	37	NC	50	54	NC	4	1
White	26	737	36440	100	100	99	492	520	516	5	3	3	18	18	22	73	75	71	5	3	4
Students with Disabilities	20	221	10622	95	100	100	299	411	415	24	26	21	47	42	50	29	32	28	0	0	1
Students without Disabilities	51	1077	68196	100	99	98	530	522	513	2	2	3	19	21	25	74	73	69	5	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	49	541	38558	89	95	96	483	478	485	10	11	8	31	36	37	59	53	54	0	0	1
Non-Economically Disadvantaged	22	757	40260	100	100	100	427	520	514	5	3	3	20	17	21	65	75	72	10	5	4

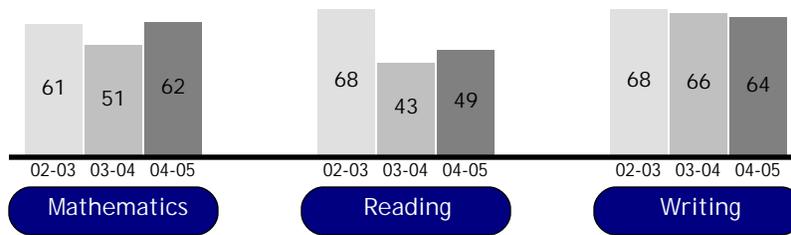
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	59	59	50	91	55	NA	58	93	45	54	47
	Language	96	53	51	43	95	46	59	50	93	39	55	47
	Mathematics	96	60	66	57	95	61	72	64	95	50	58	50
3	Reading	95	51	58	47	92	50	NA	55	97	42	49	44
	Language	95	65	63	54	95	56	68	61	97	44	48	44
	Mathematics	98	66	67	54	95	68	71	61	97	54	57	51
4	Reading	90	57	63	52	91	57	NA	56	97	41	54	48
	Language	92	54	59	48	93	48	59	52	97	45	54	49
	Mathematics	99	66	69	57	92	66	72	61	97	50	59	53
5	Reading	93	54	63	50	93	55	NA	55	92	42	55	50
	Language	92	52	58	46	90	50	60	49	92	44	55	50
	Mathematics	95	67	72	57	90	70	78	63	90	47	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/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

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

Council Duties

- Ü Monitor Strategic Plan
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü School Climate Survey
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	47.00
Other Professional Staff	2.00	Teacher Aide	8.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	4	0	0
4 to 6 years	8	4	0	0
7 to 9 years	6	6	0	0
10 or more years	12	6	2	0

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

- Ü Computer Room with Internet Access
- Ü Library with Internet Access

Extracurricular Activities

- Ü Student Council
- Ü Band/Orchestra
- Ü 'Rolling Pebble' Student Newspaper
- Ü Academic Competitions Club
- Ü Chess Club
- Ü Homework Club

Social Services

- Ü Health Services
- Ü PAL/ASAP (On-site Day Care)
- Ü Breakfast/Lunch Program
- Ü Project Achieve
- Ü Escuela Social Worker

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Our school raised its reading scores for all students, as measured by the Measurement of Academic Progress and Developmental Reading Assessment.
  
- ü Holaway has successfully implemented the Four Blocks Reading program in all grades.
  
- ü Students have successfully published 9 issues of the 'Rolling Pebble' student newspaper.
  
- ü Students successfully competed in two statewide academic competitions - Odyssey of the Mind and Investment Research Competition.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	17	12	12	17
Transfers In Rate <sup>6</sup>	48	28	28	37
Stability Rate <sup>7</sup>	82	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	1	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

The goals of our school this year in the area of school environment are as follows: increase school safety through revision, posting, and consistent enforcement of rules. Implement the 'Second Step' violence prevention program. Integrate the 'Positive Behavior Support' program.

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) :

4
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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	Ernest M. Galaz	(520) 696-6880
Transportation Policy	Marc Lappitt	(520) 696-3783
Community Resources	Christina Savel	(520) 696-6886
School Nutrition Programs	Debbie Felix	(520) 696-6922
Parent Organization	Sally Fricks	(520) 696-6880
Student Health/Nurse	Sharon Robinson	(520) 696-6881

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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