

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2837 N. Los Altos Avenue, Tucson, AZ 85705

Amphitheater Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Ms. Susan Haas
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 497
 Web Address : www.amphi.com/schools/keeling
 Phone Number : (520) 696-6940
 Fax Number : (520) 696-6977
 E-mail : shaas@amphi.com

Mission

The mission of the Keeling School community is to educate individuals to their maximum potential by providing a quality education in an atmosphere of mutual respect and trust.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü 80% of our continuing students will maintain or improve on the District reading assessments (DIBELS and/or Level Testing).
- ü 80% of the continuing students in grades 3-5 will improve on the District Math Assessment (Level Testing). 80% of our continuing K-2 students will pass their Saxon Math Assessments with at least 80% accuracy.
- ü Students will work toward being Math Masters in the basic facts.

Enrollment

October 1, 2004 School Year Student Enrollment : 464
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 34

Instructional Programs

- ü Houghton-Mifflin Reading
- ü Saxon Math
- ü Full-Day Kindergarten
- ü On-Site Special Education
- ü SEI
- ü Project ACHIEVE
- ü Second Step

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Committed to meeting all needs of students. Parents/students/staff commit to open communication/understanding/sense of togetherness. Parents/students/classroom teachers enter into/sign contract of understanding of rules/policies/district regulations.

Parents

Will support school in educating children by seeing that children attend school regularly/on time; provide time for homework/check progress; let children know importance of education; provide children nutritional meals. Ensure eight hours unbroken sleep.

Transportation Policy

District vehicles/school buses provided as service to district students. Riding in school vehicle is a privilege. Only students residing in attendance area shall be eligible for transportation. Bus stops are located 1/2 mile for all students.

School Honors

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

Award/Honor	Year
ü Honor Awards (Grades 4-5)	1994-2005
ü Math Masters (Grades 2-5)	1994-2005
ü 100 Mile Award (Grades 3-5)	1994-2005
ü Cougar Pride Award for Attendance	2004-2005

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	71	1215	79306	100	100	99	426	451	445	14	8	10	24	16	18	62	50	51	0	27	20
All Students (Prior Year)	72	1254	75509	97	99	100	516	532	521	9	10	13	26	21	23	30	30	33	34	40	31
Female	35	572	38691	100	100	99	427	453	446	9	7	10	30	17	18	61	49	52	0	27	20
Male	36	643	40583	100	100	99	425	450	445	20	9	11	16	15	18	64	50	50	0	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	54	429	32869	98	100	99	425	427	429	15	12	15	26	25	25	59	49	51	0	13	10
Asian/Pacific Islander	--	37	1935	--	100	99	--	474	474	--	7	3	--	7	9	--	53	48	--	33	40
American Indian/Alaskan Native	NC	22	4264	NC	100	100	NC	431	419	NC	10	19	NC	20	30	NC	65	45	NC	5	6
White	NC	674	36197	NC	100	99	NC	467	463	NC	5	5	NC	10	11	NC	50	53	NC	36	31
Students with Disabilities	NC	223	10321	NC	100	100	NC	390	389	NC	26	30	NC	25	27	NC	36	34	NC	12	9
Students without Disabilities	63	993	69060	100	98	98	432	465	454	8	4	7	26	14	17	66	53	54	0	30	22
Limited English Proficient Students	18	171	15509	100	100	100	415	385	406	23	18	20	23	31	30	55	47	45	0	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	63	548	39415	97	96	96	427	436	431	13	12	15	25	25	25	62	52	50	0	12	10
Non-Economically Disadvantaged	NC	668	39966	NC	100	100	NC	463	459	NC	5	6	NC	9	12	NC	48	52	NC	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	71	1214	79395	100	0	99	428	451	446	9	8	9	43	22	25	45	56	55	3	14	11
All Students (Prior Year)	73	1255	75492	99	99	100	510	525	519	11	8	12	19	16	16	54	47	47	17	29	24
Female	35	572	38743	100	0	100	434	456	451	9	7	7	36	21	24	52	57	57	3	16	12
Male	36	642	40618	100	0	99	420	446	440	8	9	11	52	24	27	36	55	53	4	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	54	428	32915	98	0	99	421	423	426	11	12	15	46	36	35	41	46	47	2	5	4
Asian/Pacific Islander	--	37	1936	--	0	99	--	465	468	--	7	3	--	13	14	--	63	63	--	17	19
American Indian/Alaskan Native	NC	22	4271	NC	0	100	NC	432	420	NC	15	15	NC	40	42	NC	35	41	NC	10	2
White	NC	673	36221	NC	0	99	NC	469	465	NC	5	4	NC	13	15	NC	61	63	NC	20	17
Students with Disabilities	NC	221	10331	NC	0	100	NC	384	388	NC	30	25	NC	32	37	NC	31	34	NC	7	4
Students without Disabilities	63	994	69139	100	0	99	432	466	454	4	3	7	45	20	24	47	61	58	4	16	11
Limited English Proficient Students	18	171	15545	100	0	100	406	377	399	14	19	21	59	47	42	27	32	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	63	547	39484	97	0	96	427	432	429	9	13	14	44	36	35	44	47	47	4	4	4
Non-Economically Disadvantaged	NC	668	39986	NC	0	100	NC	466	461	NC	4	4	NC	12	16	NC	62	63	NC	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	70	1213	78869	100	100	99	471	447	442	3	4	6	7	20	21	69	64	63	21	11	10
All Students (Prior Year)	73	1250	75053	99	99	99	682	619	597	0	5	7	13	11	12	52	70	72	35	14	9
Female	35	572	38536	100	100	99	478	464	458	6	3	4	0	14	15	67	67	67	27	16	14
Male	35	641	40302	100	100	99	461	433	428	0	6	8	16	26	26	72	62	60	12	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	54	428	32606	98	100	98	466	421	426	4	7	8	7	30	27	74	58	60	15	5	5
Asian/Pacific Islander	--	37	1925	--	100	99	--	457	471	--	3	3	--	23	11	--	63	64	--	10	22
American Indian/Alaskan Native	NC	22	4245	NC	100	100	NC	445	423	NC	0	9	NC	25	26	NC	70	61	NC	5	4
White	NC	672	36078	NC	100	99	NC	464	459	NC	3	4	NC	13	16	NC	68	66	NC	16	14
Students with Disabilities	NC	221	10246	NC	100	100	NC	379	367	NC	12	18	NC	41	39	NC	40	40	NC	6	4
Students without Disabilities	63	993	68697	100	98	98	477	463	454	2	3	4	4	15	18	74	70	67	21	12	11
Limited English Proficient Students	18	171	15339	100	100	100	458	371	399	5	12	11	5	38	31	86	49	54	5	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	63	549	39106	97	96	95	472	430	427	4	6	8	5	31	28	71	58	59	20	4	5
Non-Economically Disadvantaged	NC	665	39837	NC	100	100	NC	461	457	NC	3	4	NC	12	14	NC	69	67	NC	17	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	1298	78906	100	100	99	483	512	498	18	9	13	29	16	19	41	47	48	13	29	20
All Students (Prior Year)	81	1315	76019	100	99	100	489	519	499	21	8	14	38	29	39	18	16	14	24	47	33
Female	33	653	38644	100	100	99	484	518	500	14	7	12	29	14	19	50	49	49	7	29	19
Male	32	645	40236	100	100	99	483	507	497	21	10	15	29	17	19	32	44	46	18	29	20
African American	--	43	4087	--	96	99	--	498	481	--	11	20	--	25	24	--	44	45	--	19	11
Hispanic	45	448	31938	100	100	99	480	484	481	15	15	19	38	26	25	38	44	46	10	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	13	737	36483	100	100	99	492	527	517	20	4	7	10	10	13	50	49	51	20	37	30
Students with Disabilities	14	221	10664	100	100	100	449	437	430	55	35	42	9	31	27	27	25	26	9	9	5
Students without Disabilities	51	1078	68310	98	99	98	491	528	509	9	3	9	33	12	18	44	51	51	13	33	22
Limited English Proficient Students	13	121	12573	100	100	100	467	446	454	17	19	27	46	33	30	38	42	38	0	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	62	544	38679	100	95	96	482	491	483	19	14	20	30	25	25	39	47	45	13	14	10
Non-Economically Disadvantaged	NC	755	40295	NC	100	100	NC	527	513	NC	5	7	NC	9	13	NC	46	50	NC	40	30

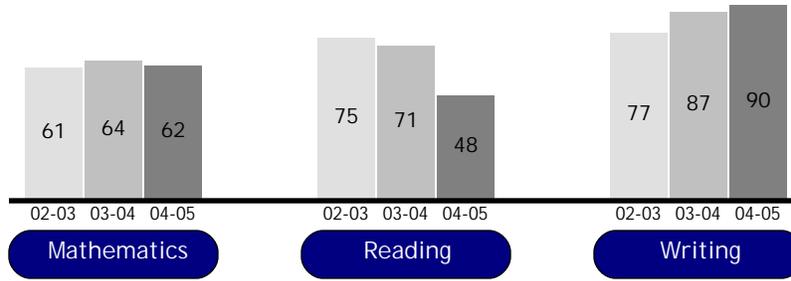
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	1299	78908	100	0	99	460	491	484	20	8	10	32	19	23	48	61	58	0	12	9
All Students (Prior Year)	81	1314	76020	100	99	100	503	509	503	26	18	25	29	21	23	36	42	40	9	18	12
Female	33	654	38648	100	0	99	466	501	489	7	6	8	39	16	22	54	64	61	0	14	10
Male	32	645	40233	100	0	99	453	482	479	32	10	12	25	22	25	43	58	55	0	9	8
African American	--	43	4092	--	0	99	--	484	473	--	3	12	--	42	28	--	50	54	--	6	5
Hispanic	45	448	31940	100	0	99	454	463	465	23	18	16	33	31	32	45	47	49	0	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	13	738	36502	100	0	99	480	507	502	10	2	4	30	11	14	60	70	67	0	17	15
Students with Disabilities	14	221	10665	100	0	100	433	425	423	55	29	30	27	36	36	18	32	31	0	3	2
Students without Disabilities	51	1079	68312	98	0	98	466	505	493	11	3	7	33	16	21	56	67	62	0	14	10
Limited English Proficient Students	13	121	12556	100	0	100	442	421	436	33	24	24	38	44	40	29	31	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	62	544	38662	100	0	96	459	471	468	20	14	16	31	32	32	48	53	49	0	2	3
Non-Economically Disadvantaged	NC	756	40315	NC	0	100	NC	505	498	NC	4	5	NC	11	15	NC	67	66	NC	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	66	1297	78750	100	100	99	458	503	500	14	6	6	44	24	29	42	66	63	0	3	2
All Students (Prior Year)	81	1307	75673	100	98	100	486	558	530	29	9	12	23	18	25	45	66	58	3	8	4
Female	33	653	38586	100	100	99	481	524	515	4	3	4	43	20	22	54	74	71	0	4	3
Male	33	644	40135	100	99	99	436	483	486	24	10	8	45	29	35	31	59	56	0	2	1
African American	--	43	4081	--	96	99	--	507	488	--	3	8	--	33	32	--	61	59	--	3	2
Hispanic	45	447	31841	100	100	99	462	470	483	13	11	8	48	37	36	40	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	13	737	36440	100	100	99	433	520	516	20	3	3	30	18	22	50	75	71	0	3	4
Students with Disabilities	15	221	10622	100	100	100	387	411	415	50	26	21	33	42	50	17	32	28	0	0	1
Students without Disabilities	51	1077	68196	98	99	98	477	522	513	4	2	3	47	21	25	49	73	69	0	4	3
Limited English Proficient Students	13	120	12504	100	100	100	447	425	451	17	13	12	50	47	44	33	40	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	62	541	38558	100	95	96	457	478	485	15	11	8	43	36	37	43	53	54	0	0	1
Non-Economically Disadvantaged	NC	757	40260	NC	100	100	NC	520	514	NC	3	3	NC	17	21	NC	75	72	NC	5	4

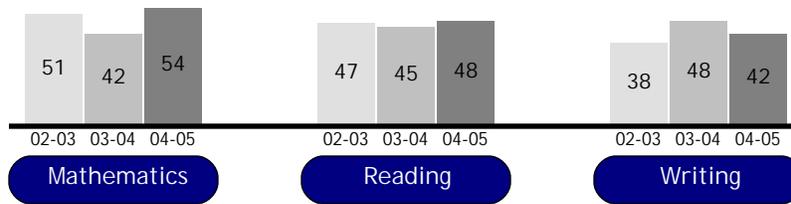
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	94	35	59	50	92	48	NA	58	98	42	54	47
	Language	96	25	51	43	92	42	59	50	98	43	55	47
	Mathematics	99	53	66	57	93	66	72	64	98	48	58	50
3	Reading	92	40	58	47	99	48	NA	55	100	33	49	44
	Language	94	50	63	54	100	61	68	61	100	37	48	44
	Mathematics	100	54	67	54	99	64	71	61	100	42	57	51
4	Reading	91	44	63	52	97	38	NA	56	99	37	54	48
	Language	89	42	59	48	94	34	59	52	99	39	54	49
	Mathematics	94	56	69	57	96	58	72	61	99	44	59	53
5	Reading	92	46	63	50	98	50	NA	55	100	36	55	50
	Language	90	43	58	46	98	42	60	49	100	35	55	50
	Mathematics	90	61	72	57	96	60	78	63	100	38	56	49

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü Instructional Strategies
- Ü School Safety Issues
- Ü Family Support Team Issues
- Ü Title I Budget Decisions

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.50
Other Professional Staff	2.00	Teacher Aide	5.63

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	7	1	0	0
7 to 9 years	4	2	0	0
10 or more years	11	11	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
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 Lab
- Ü Library
- Ü Daily Broadcast

Extracurricular Activities

- Ü Broadcasting Club
- Ü KIDCO (Parks & Recreation)
- Ü Girl Scouts and Boy Scouts
- Ü Miler's Club
- Ü Math Challenge
- Ü Student Council
- Ü Band/Orchestra
- Ü Library Club

Social Services

- Ü Breakfast and Lunch Program
- Ü Clothing Bank
- Ü Adult Literacy Classes
- Ü Health Clinic
- Ü Full Time Social Worker
- Ü Full Time Family Advocate

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü A grant has allowed Keeling to house a community clinic which provides medical and other assistance to our families. Another grant provides a full-time social worker/counselor.

- ü A 'Caughtcha' program recognizes outstanding examples of responsible behavior. Students receive positive recognition for their efforts earning blue ribbons, books, and a letter home.

- ü A "Miler's" program teaches children how to stay healthy by running laps around the school, reaching for a goal of 100 miles. They receive awards for their efforts at each level.

- ü A monthly Math Challenge program encourages students to learn their facts for fun and recognition.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	36	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

The entire school staff has been trained in the Second Step curricula to teach students to make better choices. We have a full time Behavior Intervention Monitor.

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) :

11

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	Susan Haas	(520) 696-6944
Transportation Policy	Transportation Department	(520) 696-3783
Community Resources	Carlos 'Sonny' Valencia	(520) 696-6974
School Nutrition Programs	Karen Martin	(520) 696-5134
Parent Organization	Judy Pilgrim	(520) 622-6895
Student Health/Nurse	Helen Sunstedt	(520) 696-6959

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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