



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1750 W Roller Coaster Rd, Tucson, AZ 85704

Amphitheater Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Ms. Roseanne M Lopez
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 596
 Web Address : www.amphi.com
 Phone Number : (520) 696-6510
 Fax Number : (520) 696-6555
 E-mail : rlopez@amphi.com

Mission

The mission of Walker School is to develop Good citizens, Ready to learn, Eager to explore, Achieving academic excellence, Through the total efforts of home, school and community. GREAT STUDENTS! Walker is a high quality neighborhood school. Classrooms are self contained. We are a PeaceBuilder school. All teachers are highly trained in reading strategies including phonics. We use Everyday Mathematics and our students are excelling.

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 Walker students will increase achievement in reading comprehension. We are working toward this goal with an emphasis on non-fiction reading strategies.
- ü Walker students will increase achievement in the area of mathematics.
- ü Walker will align science curriculum and increase the amount of time spent on teaching science.
- ü Walker students will show increased involvement in and satisfaction with school.

Enrollment

October 1, 2004 School Year Student Enrollment : 586
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 34

Instructional Programs

- ü Everyday Mathematics
- ü Houghton Mifflin Reading
- ü FOSS Science
- ü Art, Music and PE
- ü Structured English Immersion
- ü On-site special education
- ü On-site gifted education
- ü Second Step

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school commitment is to provide a safe and supportive environment; provide challenging activities; maintain high academic standards; communicate frequently and address individual needs.

Parents

Parents are asked to instill the value of learning in their children; to ensure that students come to school on time and well-prepared for class; to provide study time and assistance; to check homework and assignment books; to communicate with us.

Transportation Policy

Transportation is provided within school boundaries--approximately a four-mile radius. Kindergarten through grade 3 students walk if they live within one-half mile of school; students in grades four and five walk if they live within one mile.

School Honors

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

Award/Honor	Year
ü First Two National Board Certified Teachers in District	2003
ü Odyssey of the Mind: State Level Winner	2003
ü Semi-Finalist for Discovery Channel Scientist Award	2004

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	96	1215	79306	100	100	99	452	451	445	5	8	10	14	16	18	62	50	51	20	27	20
All Students (Prior Year)	102	1254	75509	100	99	100	528	532	521	9	10	13	25	21	23	30	30	33	36	40	31
Female	46	572	38691	100	100	99	453	453	446	8	7	10	10	17	18	62	49	52	21	27	20
Male	50	643	40583	100	100	99	452	450	445	2	9	11	17	15	18	62	50	50	19	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	30	429	32869	100	100	99	457	427	429	0	12	15	7	25	25	75	49	51	18	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	56	674	36197	100	100	99	456	467	463	4	5	5	15	10	11	57	50	53	24	36	31
Students with Disabilities	24	223	10321	100	100	100	435	390	389	14	26	30	24	25	27	48	36	34	14	12	9
Students without Disabilities	72	993	69060	100	98	98	458	465	454	2	4	7	10	14	17	67	53	54	22	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	49	548	39415	98	96	96	449	436	431	5	12	15	21	25	25	54	52	50	21	12	10
Non-Economically Disadvantaged	47	668	39966	100	100	100	456	463	459	5	5	6	7	9	12	69	48	52	19	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	96	1214	79395	100	0	99	448	451	446	7	8	9	22	22	25	65	56	55	5	14	11
All Students (Prior Year)	102	1255	75492	100	99	100	518	525	519	12	8	12	9	16	16	60	47	47	19	29	24
Female	46	572	38743	100	0	100	455	456	451	5	7	7	23	21	24	62	57	57	10	16	12
Male	50	642	40618	100	0	99	441	446	440	10	9	11	21	24	27	69	55	53	0	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	30	428	32915	100	0	99	453	423	426	0	12	15	29	36	35	68	46	47	4	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	56	673	36221	100	0	99	450	469	465	9	5	4	17	13	15	67	61	63	7	20	17
Students with Disabilities	24	221	10331	100	0	100	416	384	388	24	30	25	38	32	37	33	31	34	5	7	4
Students without Disabilities	72	994	69139	100	0	99	459	466	454	2	3	7	17	20	24	77	61	58	5	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	49	547	39484	98	0	96	442	432	429	8	13	14	31	36	35	56	47	47	5	4	4
Non-Economically Disadvantaged	47	668	39986	100	0	100	453	466	461	7	4	4	14	12	16	74	62	63	5	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	96	1213	78869	100	100	99	452	447	442	1	4	6	25	20	21	69	64	63	5	11	10
All Students (Prior Year)	102	1250	75053	100	99	99	604	619	597	1	5	7	22	11	12	70	70	72	8	14	9
Female	46	572	38536	100	100	99	471	464	458	0	3	4	13	14	15	79	67	67	8	16	14
Male	50	641	40302	100	100	99	435	433	428	2	6	8	36	26	26	60	62	60	2	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	30	428	32606	100	100	98	446	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	56	672	36078	100	100	99	464	464	459	0	3	4	13	13	16	78	68	66	9	16	14
Students with Disabilities	24	221	10246	100	100	100	421	379	367	5	12	18	52	41	39	29	40	40	14	6	4
Students without Disabilities	72	993	68697	100	98	98	463	463	454	0	3	4	15	15	18	83	70	67	2	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	49	549	39106	98	96	95	443	430	427	3	6	8	31	31	28	64	58	59	3	4	5
Non-Economically Disadvantaged	47	665	39837	100	100	100	460	461	457	0	3	4	19	12	14	74	69	67	7	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	93	1298	78906	100	100	99	520	512	498	8	9	13	18	16	19	33	47	48	40	29	20
All Students (Prior Year)	109	1315	76019	100	99	100	515	519	499	9	8	14	31	29	39	21	16	14	39	47	33
Female	56	653	38644	100	100	99	527	518	500	10	7	12	16	14	19	29	49	49	45	29	19
Male	37	645	40236	100	100	99	509	507	497	6	10	15	20	17	19	40	44	46	34	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	30	448	31938	100	100	99	465	484	481	24	15	19	28	26	25	32	44	46	16	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	50	737	36483	100	100	99	548	527	517	2	4	7	10	10	13	35	49	51	53	37	30
Students with Disabilities	23	221	10664	100	100	100	457	437	430	25	35	42	35	31	27	20	25	26	20	9	5
Students without Disabilities	70	1078	68310	96	99	98	539	528	509	3	3	9	13	12	18	38	51	51	47	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	40	544	38679	91	95	96	506	491	483	14	14	20	25	25	25	33	47	45	28	14	10
Non-Economically Disadvantaged	53	755	40295	100	100	100	530	527	513	4	5	7	13	9	13	33	46	50	50	40	30

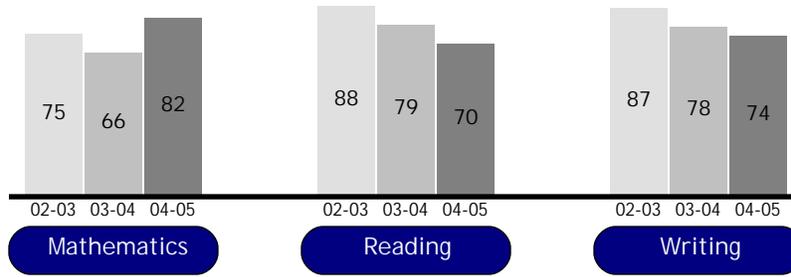
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1299	78908	100	0	99	490	491	484	10	8	10	19	19	23	57	61	58	14	12	9
All Students (Prior Year)	109	1314	76020	100	99	100	503	509	503	19	18	25	31	21	23	36	42	40	13	18	12
Female	56	654	38648	100	0	99	498	501	489	12	6	8	14	16	22	55	64	61	18	14	10
Male	37	645	40233	100	0	99	479	482	479	6	10	12	26	22	25	60	58	55	9	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	30	448	31940	100	0	99	439	463	465	28	18	16	28	31	32	44	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	50	738	36502	100	0	99	515	507	502	2	2	4	12	11	14	65	70	67	20	17	15
Students with Disabilities	23	221	10665	100	0	100	440	425	423	30	29	30	25	36	36	35	32	31	10	3	2
Students without Disabilities	70	1079	68312	96	0	98	506	505	493	3	3	7	17	16	21	64	67	62	16	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	40	544	38662	91	0	96	479	471	468	17	14	16	19	32	32	64	53	49	0	2	3
Non-Economically Disadvantaged	53	756	40315	100	0	100	498	505	498	4	4	5	19	11	15	52	67	66	25	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	93	1297	78750	100	100	99	508	503	500	5	6	6	24	24	29	68	66	63	4	3	2
All Students (Prior Year)	109	1307	75673	100	98	100	560	558	530	9	9	12	18	18	25	65	66	58	8	8	4
Female	56	653	38586	100	100	99	523	524	515	2	3	4	22	20	22	71	74	71	4	4	3
Male	37	644	40135	100	99	99	487	483	486	9	10	8	26	29	35	63	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	30	447	31841	100	100	99	467	470	483	8	11	8	36	37	36	56	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	50	737	36440	100	100	99	523	520	516	4	3	3	18	18	22	73	75	71	4	3	4
Students with Disabilities	23	221	10622	100	100	100	445	411	415	15	26	21	45	42	50	40	32	28	0	0	1
Students without Disabilities	70	1077	68196	96	99	98	528	522	513	2	2	3	17	21	25	77	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	40	541	38558	91	95	96	495	478	485	8	11	8	36	36	37	56	53	54	0	0	1
Non-Economically Disadvantaged	53	757	40260	100	100	100	518	520	514	2	3	3	15	17	21	77	75	72	6	5	4

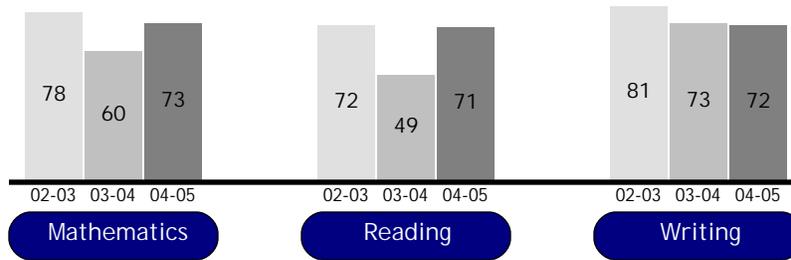
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	57	59	50	98	NA	NA	58	100	54	54	47
	Language	97	55	51	43	98	NA	59	50	100	51	55	47
	Mathematics	99	66	66	57	98	NA	72	64	100	59	58	50
3	Reading	91	59	58	47	97	NA	NA	55	100	44	49	44
	Language	90	66	63	54	97	NA	68	61	100	46	48	44
	Mathematics	94	67	67	54	96	NA	71	61	100	57	57	51
4	Reading	91	66	63	52	96	NA	NA	56	99	53	54	48
	Language	93	59	59	48	98	NA	59	52	99	49	54	49
	Mathematics	97	69	69	57	98	NA	72	61	99	57	59	53
5	Reading	98	69	63	50	100	NA	NA	55	99	54	55	50
	Language	99	61	58	46	100	NA	60	49	99	55	55	50
	Mathematics	96	83	72	57	100	NA	78	63	99	57	56	49

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

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

School Site Council

Council Composition

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

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Site Strategic Planning/Goal Setting
- Ü Budget Priorities
- Ü School Policy Issues
- Ü Community/School Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	2.00	Teacher Aide	3.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	2	0	0
4 to 6 years	3	3	0	0
7 to 9 years	2	1	0	0
10 or more years	12	11	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
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 with internet access
- Ü Science/Environmental Center
- Ü Comprehensive elementary library

Extracurricular Activities

- Ü Band
- Ü Odyssey of the Mind
- Ü Wolf Clubs
- Ü ACHIEVE Tutoring
- Ü Orchestra
- Ü Chorus

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Before/After School Program
- Ü Social Worker/Counselor On-site
- Ü School Psychologist

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Increases in math achievement are noted. A new math program was put into place over the last three years. Teachers have become highly skilled in teaching mathematics. Student successes are evident in scores and middle school math course placements.
- ü Increased student engagement in school and decreased disciplinary action were noted by providing; clubs, homework help, student performances, simulations and web based instruction.
- ü We successfully implemented the Second Step curriculum with thanks to our new social worker. In addition to Second Step, anti-bullying training, individual student assistance and family referrals to agencies are addressed.
- ü All five first grade classes designed and produced their own operas partially as a result of a grant from the Arizona Commission on the Arts and the National Endowment for the Arts. We saw significant gains in reading as a result.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	14	12	12	17
Transfers In Rate ⁶	23	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	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

Walker is a PeaceBuilders school. We also use the Second Step violence prevention curriculum. The principal is FEMA trained. Locked campus. Everyone who visits must check-in at the office for a badge. Fire and lock down drills held regularly. We pride ourselves on highly disciplined, yet child-friendly classrooms.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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

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

Contacts

	Name	Phone Number
School Site Council	Roseanne Lopez	(520) 696-6510
Transportation Policy	Marc Lappitt	(520) 696-3783
Community Resources	Community Extension Program	(520) 888-2727
School Nutrition Programs	Karen Martin	(520) 696-5134
Parent Organization	Kim Fitch	(520) 696-6510
Student Health/Nurse	Elaine Armstrong	(520) 696-6516

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.