

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3401 E. Wilds Road, Tucson, AZ 85739

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 Plus
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 : Mrs. Monica Nelson
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-8
 2005 Enrollment : 1179
 Web Address : www.amphi.com/schools/coronado
 Phone Number : (520) 696-6610
 Fax Number : (520) 696-6701
 E-mail : mnelson@amphi.com

Mission

At Coronado K-8, we strive: to provide each child with appropriately challenging educational opportunities; to develop productive members of our community; to utilize a "Pyramid of Interventions" so that failure is not an option; to create teamwork among teachers, administrators, parents/guardians, students, and community members in order to enhance learning; to help develop each student's character; and to provide a safe, positive, and caring learning environment.

School / Academic Goals

- ü Reading--(Grades K-8). Students will demonstrate application of a variety of comprehension strategies for understanding a wide range of text including functional text, technical material, and works of non-fiction and fiction. We emphasize vocabulary.
- ü Writing--(Grades K-8). Students will effectively use written language for a variety of purposes and with a variety of audiences. We will emphasize the 6-Trait Writing Rubric. We work with a variety of writing prompts to build student competencies.
- ü Character -- (Grades K-8). Students participate in a number of character programs and positive behavior supports. "Paw Pride" stresses and supports 5 components: be respectful, be responsible, be cooperative, be kind, be proud.
- ü Math -- (Grades K-8). Students will use a wide variety of mathematical strategies to solve a broad range of real-world problems. We will utilize a cadre of tutors and computer assisted math programs to bolster skills of our students.

Enrollment

October 1, 2004 School Year Student Enrollment : 1107
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 50

Instructional Programs

- ü 4 Blocks/Flexible Reading Grouping (K-5)
- ü Title I Support (K-5)
- ü Articulated Math Program (K-8)
- ü Gifted/Special Ed/SEI on Site
- ü Mentoring, Tutoring, and Seminars
- ü Fine Arts programs (K-8)
- ü Six-Traits Writing-Across-the-Curriculum
- ü Humanities (Gifted 6-8)

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 12 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We partner with our parents, providing educational opportunities for students that allow them to achieve to the best of their ability. We communicate to parents through weekly Nelson's News and newsletters, student progress reports(available on-line with passwords), parent handbooks, district code of conduct, conferences, and homework hotline. We provide a learning environment that allows students to feel safe, secure, and respected. We provide tutorial and remedial assistance as needed.

Parents

We ask our parents to provide safe, loving, supportive homes for their children. We need them to provide an environment that supports education; they are our partners in the educational process, providing a place and time for daily homework practice. Parents should model a love of learning and support good study habits. We ask that they support personal excellence for their children throughout the year. We ask them to frequently check grades on-line and contact teachers with any questions.

Transportation Policy

Transportation is provided for students. It is a privilege, not a right. Only students in our attendance area are eligible to ride the bus. Transportation is provided for students as follows: 1/2 mile for K-3; 1 mile for grades 4 and 5; 1 3/4 miles for 6-8.

School Honors

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

Award/Honor	Year
ü 53 Presidential Awards - Academic Excellence (8th gr.)	2005
ü State Championship in Project Citizen Competition	2005
ü MathCounts Team -- 5th in State Competition	2005
ü Two spellers advanced to the Regional Spelling Bee	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	85	1215	79306	100	100	99	461	451	445	8	8	10	16	16	18	46	50	51	30	27	20
All Students (Prior Year)	91	1254	75509	100	99	100	511	532	521	19	10	13	19	21	23	40	30	33	23	40	31
Female	37	572	38691	100	100	99	456	453	446	9	7	10	12	17	18	55	49	52	24	27	20
Male	48	643	40583	100	100	99	465	450	445	7	9	11	19	15	18	40	50	50	35	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	35	429	32869	100	100	99	452	427	429	13	12	15	19	25	25	47	49	51	22	13	10
Asian/Pacific Islander	--	37	1935	--	100	99	--	474	474	--	7	3	--	7	9	--	53	48	--	33	40
American Indian/Alaskan Native	--	22	4264	--	100	100	--	431	419	--	10	19	--	20	30	--	65	45	--	5	6
White	49	674	36197	100	100	99	467	467	463	5	5	5	14	10	11	44	50	53	37	36	31
Students with Disabilities	12	223	10321	100	100	100	401	390	389	36	26	30	45	25	27	9	36	34	9	12	9
Students without Disabilities	73	993	69060	96	98	98	471	465	454	3	4	7	11	14	17	52	53	54	34	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	100	96	96	449	436	431	13	12	15	13	25	25	49	52	50	24	12	10
Non-Economically Disadvantaged	36	668	39966	100	100	100	478	463	459	0	5	6	19	9	12	42	48	52	39	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	85	1214	79395	100	0	99	452	451	446	5	8	9	25	22	25	57	56	55	13	14	11
All Students (Prior Year)	91	1255	75492	100	99	100	512	525	519	14	8	12	27	16	16	41	47	47	19	29	24
Female	37	572	38743	100	0	100	452	456	451	6	7	7	24	21	24	58	57	57	12	16	12
Male	48	642	40618	100	0	99	452	446	440	5	9	11	26	24	27	56	55	53	14	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	35	428	32915	100	0	99	445	423	426	3	12	15	25	36	35	66	46	47	6	5	4
Asian/Pacific Islander	--	37	1936	--	0	99	--	465	468	--	7	3	--	13	14	--	63	63	--	17	19
American Indian/Alaskan Native	--	22	4271	--	0	100	--	432	420	--	15	15	--	40	42	--	35	41	--	10	2
White	49	673	36221	100	0	99	457	469	465	7	5	4	26	13	15	49	61	63	19	20	17
Students with Disabilities	12	221	10331	100	0	100	395	384	388	36	30	25	45	32	37	18	31	34	0	7	4
Students without Disabilities	73	994	69139	96	0	99	462	466	454	0	3	7	22	20	24	63	61	58	15	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	100	0	96	441	432	429	7	13	14	29	36	35	58	47	47	7	4	4
Non-Economically Disadvantaged	36	668	39986	100	0	100	468	466	461	3	4	4	19	12	16	55	62	63	23	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	85	1213	78869	100	100	99	424	447	442	5	4	6	36	20	21	58	64	63	1	11	10
All Students (Prior Year)	91	1250	75053	100	99	99	582	619	597	10	5	7	8	11	12	76	70	72	6	14	9
Female	37	572	38536	100	100	99	449	464	458	3	3	4	24	14	15	70	67	67	3	16	14
Male	48	641	40302	100	100	99	406	433	428	7	6	8	44	26	26	49	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	35	428	32606	100	100	98	416	421	426	6	7	8	44	30	27	50	58	60	0	5	5
Asian/Pacific Islander	--	37	1925	--	100	99	--	457	471	--	3	3	--	23	11	--	63	64	--	10	22
American Indian/Alaskan Native	--	22	4245	--	100	100	--	445	423	--	0	9	--	25	26	--	70	61	--	5	4
White	49	672	36078	100	100	99	430	464	459	5	3	4	30	13	16	63	68	66	2	16	14
Students with Disabilities	12	221	10246	100	100	100	357	379	367	27	12	18	45	41	39	27	40	40	0	6	4
Students without Disabilities	73	993	68697	96	98	98	436	463	454	2	3	4	34	15	18	63	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	100	96	95	416	430	427	7	6	8	42	31	28	51	58	59	0	4	5
Non-Economically Disadvantaged	36	665	39837	100	100	100	437	461	457	3	3	4	26	12	14	68	69	67	3	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	81	1298	78906	99	100	99	499	512	498	9	9	13	28	16	19	48	47	48	15	29	20
All Students (Prior Year)	74	1315	76019	97	99	100	480	519	499	26	8	14	35	29	39	14	16	14	26	47	33
Female	42	653	38644	100	100	99	503	518	500	8	7	12	20	14	19	55	49	49	18	29	19
Male	39	645	40236	98	100	99	494	507	497	10	10	15	36	17	19	41	44	46	13	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	25	448	31938	100	100	99	480	484	481	17	15	19	43	26	25	30	44	46	9	14	10
Asian/Pacific Islander	--	44	1805	--	100	98	--	551	536	--	3	5	--	3	8	--	41	45	--	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	51	737	36483	98	100	99	507	527	517	4	4	7	24	10	13	55	49	51	18	37	30
Students with Disabilities	15	221	10664	100	100	100	456	437	430	21	35	42	64	31	27	14	25	26	0	9	5
Students without Disabilities	66	1078	68310	96	99	98	508	528	509	6	3	9	20	12	18	55	51	51	18	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	43	544	38679	96	95	96	493	491	483	10	14	20	31	25	25	48	47	45	12	14	10
Non-Economically Disadvantaged	38	755	40295	100	100	100	505	527	513	8	5	7	24	9	13	49	46	50	19	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	81	1299	78908	99	0	99	486	491	484	10	8	10	18	19	23	68	61	58	4	12	9
All Students (Prior Year)	74	1314	76020	97	99	100	494	509	503	41	18	25	19	21	23	34	42	40	7	18	12
Female	42	654	38648	100	0	99	492	501	489	10	6	8	8	16	22	78	64	61	5	14	10
Male	39	645	40233	98	0	99	480	482	479	10	10	12	28	22	25	59	58	55	3	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	25	448	31940	100	0	99	461	463	465	26	18	16	26	31	32	48	47	49	0	4	3
Asian/Pacific Islander	--	44	1805	--	0	98	--	508	507	--	5	4	--	11	13	--	73	65	--	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	51	738	36502	98	0	99	499	507	502	2	2	4	14	11	14	78	70	67	6	17	15
Students with Disabilities	15	221	10665	100	0	100	441	425	423	36	29	30	43	36	36	21	32	31	0	3	2
Students without Disabilities	66	1079	68312	96	0	98	496	505	493	5	3	7	12	16	21	78	67	62	5	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	43	544	38662	96	0	96	483	471	468	10	14	16	24	32	32	64	53	49	2	2	3
Non-Economically Disadvantaged	38	756	40315	100	0	100	490	505	498	11	4	5	11	11	15	73	67	66	5	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	81	1297	78750	99	100	99	488	503	500	9	6	6	34	24	29	54	66	63	3	3	2
All Students (Prior Year)	74	1307	75673	97	98	100	499	558	530	22	9	12	24	18	25	53	66	58	1	8	4
Female	42	653	38586	100	100	99	503	524	515	5	3	4	28	20	22	65	74	71	3	4	3
Male	39	644	40135	98	99	99	473	483	486	13	10	8	41	29	35	44	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	25	447	31841	100	100	99	455	470	483	13	11	8	52	37	36	30	50	55	4	1	1
Asian/Pacific Islander	--	43	1802	--	98	98	--	545	533	--	3	2	--	8	16	--	76	75	--	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	51	737	36440	98	100	99	506	520	516	4	3	3	29	18	22	67	75	71	0	3	4
Students with Disabilities	15	221	10622	100	100	100	395	411	415	43	26	21	57	42	50	0	32	28	0	0	1
Students without Disabilities	66	1077	68196	96	99	98	508	522	513	2	2	3	29	21	25	66	73	69	3	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	43	541	38558	96	95	96	476	478	485	12	11	8	36	36	37	52	53	54	0	0	1
Non-Economically Disadvantaged	38	757	40260	100	100	100	502	520	514	5	3	3	32	17	21	57	75	72	5	5	4

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

8th 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	210	1351	78250	99	98	99	578	557	548	9	15	21	11	16	18	59	54	48	21	15	13
All Students (Prior Year)	234	1384	75001	99	99	99	481	486	468	31	27	37	37	33	36	15	22	16	16	18	10
Female	100	643	38071	99	98	99	577	561	549	6	12	20	13	16	19	63	57	49	19	16	12
Male	110	709	40126	99	99	99	579	554	547	12	19	23	9	16	17	55	52	46	24	14	14
African American	NC	58	4058	NC	94	99	NC	535	523	NC	30	32	NC	14	22	NC	50	41	NC	6	5
Hispanic	39	434	29129	100	100	99	558	531	527	19	25	32	14	26	23	53	42	40	14	7	6
Asian/Pacific Islander	NC	38	1747	NC	100	100	NC	565	589	NC	9	9	NC	0	9	NC	67	50	NC	24	32
American Indian/Alaskan Native	NC	24	4996	NC	96	100	NC	531	518	NC	25	36	NC	30	25	NC	45	36	NC	0	4
White	154	797	38320	99	98	99	581	573	568	8	9	12	10	11	14	61	60	55	22	19	19
Students with Disabilities	21	183	9329	100	100	100	500	457	454	63	62	64	25	18	18	13	19	16	0	2	2
Students without Disabilities	189	1169	68996	99	98	99	585	572	561	5	8	16	10	15	18	63	59	52	23	17	14
Limited English Proficient Students	NC	77	10133	NC	100	100	NC	472	488	NC	35	45	NC	30	25	NC	33	28	NC	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	37	488	33388	100	95	94	559	535	530	24	27	32	7	24	22	52	42	40	17	6	5
Non-Economically Disadvantaged	173	864	44937	99	100	100	581	569	561	7	9	13	12	11	15	60	60	54	22	19	18

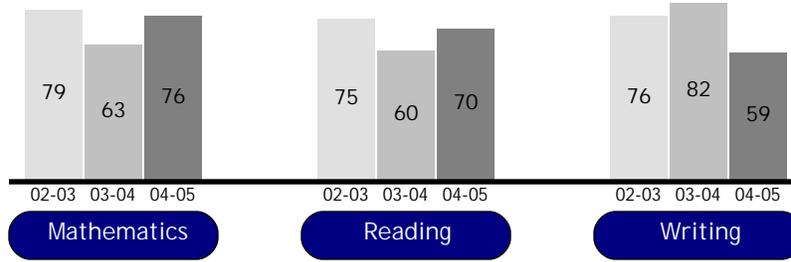
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	209	1349	78302	99	0	99	539	520	512	3	9	11	16	21	25	71	61	57	11	8	7
All Students (Prior Year)	234	1382	74918	99	99	99	500	507	497	28	26	32	20	16	19	34	36	35	18	21	15
Female	100	643	38082	99	0	99	544	529	518	0	4	8	14	21	24	73	66	61	14	10	7
Male	109	707	40166	98	0	99	534	511	507	5	14	14	18	22	26	69	58	54	8	7	6
African American	NC	58	4064	NC	0	100	NC	508	498	NC	16	14	NC	26	29	NC	56	54	NC	2	3
Hispanic	39	434	29152	100	0	99	520	495	492	3	16	17	31	34	34	61	45	46	6	5	2
Asian/Pacific Islander	NC	38	1746	NC	0	100	NC	523	542	NC	6	5	NC	12	13	NC	64	66	NC	18	16
American Indian/Alaskan Native	NC	23	4993	NC	0	100	NC	488	484	NC	32	19	NC	11	38	NC	58	42	NC	0	1
White	153	796	38347	98	0	99	542	534	531	3	5	5	13	15	17	73	70	68	11	10	10
Students with Disabilities	21	182	9353	100	0	100	474	433	429	25	35	40	56	39	38	19	24	22	0	1	1
Students without Disabilities	188	1168	69024	98	0	99	545	533	524	1	6	7	12	19	23	76	67	62	12	9	7
Limited English Proficient Students	NC	77	10140	NC	0	100	NC	429	451	NC	28	28	NC	42	43	NC	29	29	NC	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	36	487	33398	97	0	94	511	497	495	14	19	18	24	33	35	59	46	46	3	2	2
Non-Economically Disadvantaged	173	863	44979	99	0	100	544	531	525	1	5	6	14	15	18	73	69	66	12	11	10

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	209	1353	78094	99	99	99	573	556	545	3	3	3	10	14	18	81	80	77	6	3	2
All Students (Prior Year)	232	1368	74503	98	98	99	496	502	491	5	8	9	32	27	32	57	57	51	6	9	8
Female	99	645	38025	98	98	99	587	571	558	1	2	2	5	9	13	87	85	82	6	4	2
Male	110	709	40013	99	99	99	560	541	534	5	4	5	14	19	23	76	75	71	5	2	1
African American	NC	59	4037	NC	95	99	NC	552	532	NC	4	4	NC	12	22	NC	82	73	NC	2	1
Hispanic	39	437	29068	100	100	99	561	527	523	3	6	5	8	24	27	89	69	67	0	1	1
Asian/Pacific Islander	NC	38	1743	NC	100	100	NC	563	577	NC	0	2	NC	12	9	NC	79	82	NC	9	8
American Indian/Alaskan Native	NC	23	4981	NC	92	100	NC	529	526	NC	11	4	NC	11	25	NC	79	70	NC	0	0
White	154	796	38265	99	98	99	574	570	564	3	2	2	11	9	11	80	85	84	6	4	3
Students with Disabilities	21	182	9275	100	100	100	458	444	444	19	15	14	44	43	46	38	40	39	0	1	1
Students without Disabilities	188	1172	68892	98	98	98	584	572	559	2	1	2	7	10	14	85	86	82	6	3	2
Limited English Proficient Students	NC	78	10084	NC	100	100	NC	444	474	NC	12	10	NC	40	39	NC	46	50	NC	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	36	491	33296	97	95	94	536	527	527	3	6	5	24	25	27	69	68	67	3	1	0
Non-Economically Disadvantaged	173	863	44871	99	100	100	580	570	559	3	2	2	7	8	12	84	86	84	6	4	3

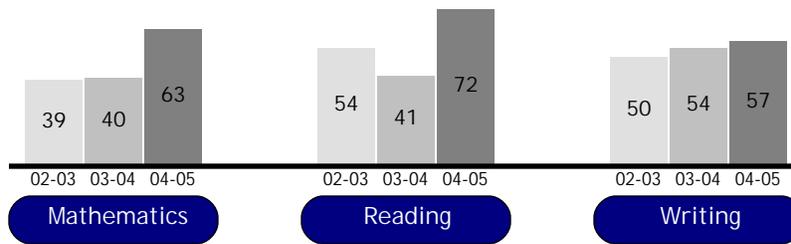
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

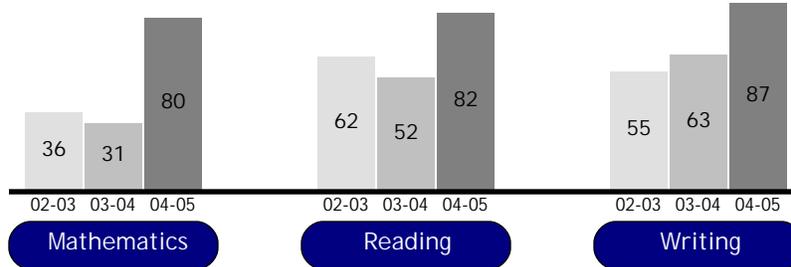
3rd Grade Proficiency



5th Grade Proficiency



8th 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.

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	81	53	59	50	90	54	NA	58	100	55	54	47
	Language	87	40	51	43	96	46	59	50	100	64	55	47
	Mathematics	98	58	66	57	92	70	72	64	100	62	58	50
3	Reading	91	53	58	47	92	45	NA	55	100	43	49	44
	Language	91	56	63	54	94	56	68	61	100	46	48	44
	Mathematics	97	62	67	54	94	58	71	61	100	56	57	51
4	Reading	94	56	63	52	97	46	NA	56	100	50	54	48
	Language	96	49	59	48	96	43	59	52	100	52	54	49
	Mathematics	96	46	69	57	100	54	72	61	100	51	59	53
5	Reading	92	58	63	50	94	48	NA	55	99	50	55	50
	Language	97	50	58	46	90	44	60	49	99	48	55	50
	Mathematics	97	58	72	57	95	58	78	63	99	49	56	49
6	Reading	93	70	63	53	96	67	NA	56	99	66	57	51
	Language	95	65	57	45	93	67	61	48	99	62	55	47
	Mathematics	97	77	73	62	94	81	80	66	99	63	61	52
7	Reading	93	66	65	51	97	65	NA	54	100	61	53	50
	Language	96	71	68	54	92	73	70	58	100	66	58	52
	Mathematics	98	67	69	58	91	74	74	62	100	61	57	50
8	Reading	92	68	65	53	94	61	NA	55	99	63	54	51
	Language	97	66	64	49	94	61	67	52	99	62	56	50
	Mathematics	96	65	68	58	94	68	71	61	99	63	59	53

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

Council Duties

1 School Administrator(s)	Ü Schoolwide Planning
1 Non-certified Employee(s)	Ü School Climate
5 Teacher(s)	Ü Information Sharing
5 Parent(s)	Ü Title I Budget Input
1 Community Member(s)	Ü Parent/Educator Relations
0 Student(s)	Ü Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	70.49
Other Professional Staff	4.00	Teacher Aide	2.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	2	0	0
4 to 6 years	15	5	1	0
7 to 9 years	4	6	0	0
10 or more years	11	15	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	234
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Closed Circuit Broadcasting System
- Ü Internet Accessibility in Each Classroom
- Ü Four Computer Labs (MAC and PC)
- Ü Library Media Center

Extracurricular Activities

- Ü ACHIEVE After School Program (elem)
- Ü Student Initiated Clubs (Elem and M.S.)
- Ü Orchestra/Band/Chorus
- Ü NJHS
- Ü Athletics
- Ü Electives (M.S.)
- Ü Student Government
- Ü After-School Tutoring (M.S.)

Social Services

- Ü PAL (Before/After School Care)
- Ü Family Advocate
- Ü School Social Worker
- Ü Kids Closet (Fall/Spring)
- Ü Middle School Counselor
- Ü Parenting Groups
- Ü Head Start

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Reading was our top instructional goal for 301 purposes. Our goal was that 80% of continuously enrolled students would make a year's progress. We exceeded that goal: 87% 2nd gr., 89% 3rd gr., 91% 5th gr., 87% 6th gr., 88% 7th gr., 89% 8th gr.
- ü Developed humanities classes (social studies, reading, art, music, and cultural anthropology) for gifted middle schoolers to better meet their academic needs. Humanities uses a triad model, incorporating content area and gifted learner expertise.
- ü Implemented the Measure of Academic Progress assessments for data driven decisions in reading, writing, and math (grades 3-8). Data is used for academic planning purposes. Assessments are made in fall and spring (reading is also assessed in winter).
- ü Teachers worked with grade level or content area colleagues in creating curriculum maps for the year. Discussion included articulated instruction throughout the grade levels. We met with our feeder school and high school to continue the process.

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	9	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	2	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

Our school has started several character building programs designed to acknowledge students who are doing the right thing. Teachers, administrators, our SRO, and security personnel are a visible presence on campus. We have worked hard to build a comfort zone where our students feel confident in reporting things that concern them. We have school-wide presentations on safety expectations. Counselors are available to all students. DARE officers work with our fifth and seventh grade students.

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) :

3

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	Monica Nelson	(520) 696-6627
Transportation Policy	Mark Lappitt	(520) 696-3780
Community Resources	Susie Peck	(520) 696-6625
School Nutrition Programs	Gail Lonergan	(520) 696-6646
Parent Organization	Jack McCabe	(520) 297-3029
Student Health/Nurse	Kathy O'Brien	(520) 696-6617

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