

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

12620 N. Woodburne Ave., Tucson, AZ 85755

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	Highly Performing
2002-03	Highly Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mr. Bruce Weigold
 Schedule : 07:00 AM to 03:45 PM
 Grades : K-5
 2005 Enrollment : 21
 Web Address : www.amphi.com/schools/paintedsky/
 Phone Number : (520) 696-3800
 Fax Number : (520) 696-3888
 E-mail : bweigold@amphi.com

Mission

In partnership with staff, family, and community members, Painted Sky will provide a safe environment where each student is challenged academically and encouraged to be self-directed, independent, and respectful.

School / Academic Goals

- ü Eighty percent of continuously enrolled Kindergarten students will score above the 'at risk' category in Letter Naming Fluency on the DIBELS.
- ü Eighty percent of continuously enrolled First grade students will score above the 'deficient' category in Nonsense Word Fluency on the DIBELS.
- ü Eighty percent of the continuously enrolled Second grade students will score above the 'at risk' category in Oral Reading Fluency on the DIBELS.
- ü Eighty percent of continuously enrolled students in grades 3-5 will exhibit gains on the NWEA MAP-level test in reading that are within one and a half standard deviations from the norming group gain for the student's initial RIT range & grade level.

Enrollment

October 1, 2004 School Year Student Enrollment : 789
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 775

Instructional Programs

- ü Four Blocks for Reading/Writing
- ü Special Education, Speech, REACH(Gifted)
- ü Art/Music/Physical Education
- ü Technology Instruction
- ü Everyday Mathematics

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We are responsible for meeting the Arizona Academic Standards. In addition, we are building leaders with strong character. It is our responsibility to ensure open and honest communication.

Parents

It is the parent's responsibility to support the educational process at home, in school, and in the community. Parents participate in cooperative problem solving.

Transportation Policy

Students who live farther than one-half mile from the school are provided with bus transportation. Kindergartners are not allowed to be dropped off by the bus driver at a bus stop unless a parent is present.

School Honors

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

Award/Honor	Year
ü One Nationally Board Certified Teacher	2003
ü Highest % of Participants at Amphi Reading Conference	2003
ü e-Scrip Honor Roll Award- "Top Participant"	2004
ü National Red Cross recognition-arge student donation	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	1215	79306	99	100	99	476	451	445	3	8	10	8	16	18	50	50	51	40	27	20
All Students (Prior Year)	149	1254	75509	97	99	100	539	532	521	9	10	13	15	21	23	31	30	33	45	40	31
Female	64	572	38691	100	100	99	474	453	446	2	7	10	12	17	18	53	49	52	33	27	20
Male	56	643	40583	98	100	99	479	450	445	4	9	11	4	15	18	45	50	50	47	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	NC	429	32869	NC	100	99	NC	427	429	NC	12	15	NC	25	25	NC	49	51	NC	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	97	674	36197	99	100	99	479	467	463	1	5	5	8	10	11	49	50	53	42	36	31
Students with Disabilities	14	223	10321	100	100	100	429	390	389	15	26	30	23	25	27	46	36	34	15	12	9
Students without Disabilities	107	993	69060	98	98	98	482	465	454	1	4	7	7	14	17	50	53	54	43	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	NC	548	39415	NC	96	96	NC	436	431	NC	12	15	NC	25	25	NC	52	50	NC	12	10
Non-Economically Disadvantaged	117	668	39966	100	100	100	475	463	459	3	5	6	9	9	12	49	48	52	40	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	120	1214	79395	99	0	99	478	451	446	4	8	9	12	22	25	66	56	55	18	14	11
All Students (Prior Year)	149	1255	75492	97	99	100	532	525	519	3	8	12	13	16	16	42	47	47	41	29	24
Female	64	572	38743	100	0	100	479	456	451	3	7	7	10	21	24	70	57	57	17	16	12
Male	56	642	40618	98	0	99	476	446	440	6	9	11	13	24	27	62	55	53	19	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	NC	428	32915	NC	0	99	NC	423	426	NC	12	15	NC	36	35	NC	46	47	NC	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	97	673	36221	99	0	99	481	469	465	3	5	4	13	13	15	65	61	63	18	20	17
Students with Disabilities	14	221	10331	100	0	100	427	384	388	31	30	25	23	32	37	38	31	34	8	7	4
Students without Disabilities	107	994	69139	98	0	99	484	466	454	1	3	7	10	20	24	70	61	58	19	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	NC	547	39484	NC	0	96	NC	432	429	NC	13	14	NC	36	35	NC	47	47	NC	4	4
Non-Economically Disadvantaged	117	668	39986	100	0	100	477	466	461	5	4	4	12	12	16	67	62	63	17	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	120	1213	78869	99	100	99	482	447	442	4	4	6	8	20	21	65	64	63	23	11	10
All Students (Prior Year)	148	1250	75053	96	99	99	638	619	597	4	5	7	8	11	12	70	70	72	17	14	9
Female	64	572	38536	100	100	99	493	464	458	2	3	4	7	14	15	68	67	67	23	16	14
Male	56	641	40302	98	100	99	470	433	428	6	6	8	9	26	26	62	62	60	23	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	NC	428	32606	NC	100	98	NC	421	426	NC	7	8	NC	30	27	NC	58	60	NC	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	97	672	36078	99	100	99	487	464	459	2	3	4	8	13	16	66	68	66	24	16	14
Students with Disabilities	14	221	10246	100	100	100	414	379	367	8	12	18	54	41	39	31	40	40	8	6	4
Students without Disabilities	107	993	68697	98	98	98	491	463	454	3	3	4	2	15	18	70	70	67	25	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	NC	549	39106	NC	96	95	NC	430	427	NC	6	8	NC	31	28	NC	58	59	NC	4	5
Non-Economically Disadvantaged	117	665	39837	100	100	100	481	461	457	4	3	4	8	12	14	65	69	67	23	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	141	1298	78906	100	100	99	541	512	498	4	9	13	7	16	19	44	47	48	45	29	20
All Students (Prior Year)	112	1315	76019	99	99	100	549	519	499	2	8	14	15	29	39	11	16	14	72	47	33
Female	71	653	38644	100	100	99	539	518	500	3	7	12	9	14	19	49	49	49	39	29	19
Male	70	645	40236	100	100	99	544	507	497	4	10	15	6	17	19	39	44	46	51	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	21	448	31938	100	100	99	521	484	481	15	15	19	10	26	25	45	44	46	30	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	--	26	4593	--	93	100	--	491	467	--	26	26	--	13	29	--	43	39	--	17	6
White	112	737	36483	100	100	99	546	527	517	2	4	7	7	10	13	41	49	51	50	37	30
Students with Disabilities	14	221	10664	100	100	100	474	437	430	36	35	42	21	31	27	36	25	26	7	9	5
Students without Disabilities	127	1078	68310	99	99	98	549	528	509	0	3	9	6	12	18	45	51	51	49	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	NC	544	38679	NC	95	96	NC	491	483	NC	14	20	NC	25	25	NC	47	45	NC	14	10
Non-Economically Disadvantaged	136	755	40295	100	100	100	544	527	513	3	5	7	6	9	13	45	46	50	46	40	30

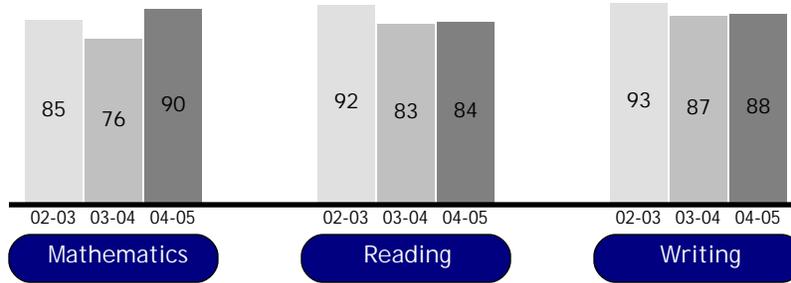
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	1299	78908	100	0	99	513	491	484	2	8	10	9	19	23	74	61	58	15	12	9
All Students (Prior Year)	112	1314	76020	99	99	100	514	509	503	5	18	25	21	21	23	52	42	40	21	18	12
Female	71	654	38648	100	0	99	518	501	489	1	6	8	7	16	22	71	64	61	20	14	10
Male	70	645	40233	100	0	99	508	482	479	3	10	12	10	22	25	78	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	21	448	31940	100	0	99	490	463	465	10	18	16	25	31	32	55	47	49	10	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	--	26	4569	--	0	100	--	474	457	--	13	18	--	39	39	--	39	41	--	9	2
White	112	738	36502	100	0	99	516	507	502	1	2	4	6	11	14	77	70	67	16	17	15
Students with Disabilities	14	221	10665	100	0	100	453	425	423	21	29	30	43	36	36	36	32	31	0	3	2
Students without Disabilities	127	1079	68312	99	0	98	520	505	493	0	3	7	5	16	21	79	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	NC	544	38662	NC	0	96	NC	471	468	NC	14	16	NC	32	32	NC	53	49	NC	2	3
Non-Economically Disadvantaged	136	756	40315	100	0	100	514	505	498	2	4	5	8	11	15	74	67	66	15	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	141	1297	78750	100	100	99	524	503	500	3	6	6	17	24	29	78	66	63	2	3	2
All Students (Prior Year)	110	1307	75673	97	98	100	554	558	530	7	9	12	17	18	25	70	66	58	6	8	4
Female	71	653	38586	100	100	99	537	524	515	1	3	4	10	20	22	87	74	71	1	4	3
Male	70	644	40135	100	99	99	511	483	486	4	10	8	24	29	35	69	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	21	447	31841	100	100	99	515	470	483	5	11	8	20	37	36	70	50	55	5	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	--	27	4586	--	96	100	--	485	481	--	21	8	--	25	37	--	50	54	--	4	1
White	112	737	36440	100	100	99	526	520	516	3	3	3	17	18	22	79	75	71	2	3	4
Students with Disabilities	14	221	10622	100	100	100	471	411	415	14	26	21	36	42	50	50	32	28	0	0	1
Students without Disabilities	127	1077	68196	99	99	98	530	522	513	2	2	3	15	21	25	81	73	69	2	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	NC	541	38558	NC	95	96	NC	478	485	NC	11	8	NC	36	37	NC	53	54	NC	0	1
Non-Economically Disadvantaged	136	757	40260	100	100	100	525	520	514	3	3	3	17	17	21	78	75	72	2	5	4

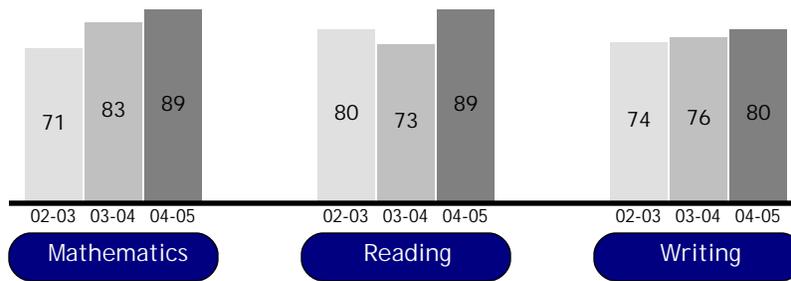
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	91	74	59	50	95	80	NA	58	95	71	54	47
	Language	96	70	51	43	97	77	59	50	95	73	55	47
	Mathematics	93	80	66	57	97	73	72	64	95	76	58	50
3	Reading	93	79	58	47	97	71	NA	55	100	61	49	44
	Language	94	79	63	54	99	72	68	61	100	59	48	44
	Mathematics	96	82	67	54	97	72	71	61	100	69	57	51
4	Reading	97	75	63	52	95	76	NA	56	100	62	54	48
	Language	96	72	59	48	97	73	59	52	100	65	54	49
	Mathematics	96	84	69	57	96	82	72	61	100	65	59	53
5	Reading	99	74	63	50	100	74	NA	55	100	67	55	50
	Language	97	72	58	46	100	67	60	49	100	69	55	50
	Mathematics	98	84	72	57	99	84	78	63	100	69	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."

Painted Sky Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Monitor Strategic Plan
- Ü Discuss Emerging Community Issues
- Ü Communicate with All Factions of School
- Ü Enhance Support/Involvement of Community
- Ü Contribute to Continuous Improvement
- Ü Serve on Superintendent's Council

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.10
Other Professional Staff	1.50	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center/Library
- Ü Computer Lab

Extracurricular Activities

- Ü PAL/ASAP (Before/After School Care)
- Ü Chorus
- Ü Stay Fit Activity Club
- Ü Technology Club
- Ü Band
- Ü Orchestra
- Ü Student Council

Social Services

- Ü Oro Valley Parks and Recreation
- Ü Oro Valley Police Volunteers
- Ü Golder Ranch Fire Prevention Classes
- Ü Oro Valley DARE Officer

School Achievements/Accomplishments 2004-05

- ü Students in all grades were able to dramatically increase their time spent reading at home.
86.1% kinders read 75min./wk
97% 1st-3rd read 75 min./wk 91.5% 4th-5th read 75 min./wk
- ü 90% of all K-2 students reached the Benchmark Level on the DIBELS
- ü 90.6% of all 3-5th graders showed growth within tolerance on the NWEA MAP-level test

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	5	12	12	17
Transfers In Rate ⁶	11	28	28	37
Stability Rate ⁷	94	87	87	82
Promotion Rate ⁸	99	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

We have a secure campus in which every exterior gate can be locked. Staff members wear identification badges, as do parents and volunteers. We have a DARE officer on campus two days a week.

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) :

6

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	School Council	(520) 696-3800
Transportation Policy	Marc Lappitt	(520) 696-3783
Community Resources	School Office	(520) 696-3800
School Nutrition Programs	Karen Martin	(520) 696-5134
Parent Organization	PTO	(520) 696-3800
Student Health/Nurse	Susan Velarde	(520) 696-3850

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.