

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

826 W Chapala, 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)

2003-04	Excelling
2002-03	Excelling
2001-02	Improving

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

School Overview

Principal/Administrator : Mr. Andrew T. Heinemann
 Schedule : 7:30 AM to 3:30 PM
 Grades : K-6
 2004 Enrollment : 547
 Web Address : www.amphi.com/~harelson
 Phone Number : (520) 696-6020
 Fax Number : (520) 696-6070
 E-mail : aheinema@amphi.com

Mission

The mission of Harelson School, as a Community dedicated to excellence, is to ensure a sound academic foundation and empower our students to become self-directed, responsible, innovative, life-long learners by providing a safe, challenging, educational environment established with active partnerships among staff, family, and community.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School / Academic Goals

- ü Through increased reading instructional time and staff development, Harelson teachers will increase student achievement in grades K-6.
- ü Harelson students will achieve one year's growth in the area of reading as measured by Developmental Reading Assessment (DRA) or Level Testing.
- ü Harelson students will meet or exceed the State Standards in Writing, utilizing the Six Traits of Writing.
- ü Harelson students will meet or exceed the State Standards in Mathematics as measured by the AIMS Test.

Enrollment

October 1, 2003 School Year Student Enrollment : 563
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 219

Instructional Programs

- ü Standards-based Curriculum
- ü Focus on Arizona Academic Standards
- ü Fine Arts Program (K-6)
- ü Student Leadership Program, Grade 6
- ü Lower Quartile Reading Program (1-5)
- ü Reading Crew Tutorial Program (1-3)
- ü Second Step Violence Prevention (K-6)

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Commitment to Excellence. Safe and Orderly Environment. Clear and Focused Mission. Climate of High Expectations. Opportunity to Learn and Student time on task. Frequent Monitoring of Student Progress. Positive Home-School Relations. Strong Instructional Leadership.

Parents

Provide the love of learning and the true motivation to help their child succeed in school. Volunteer as classroom aides and serve in the PTO, Site Council, and a variety of committees. Support a variety of afterschool clubs and activities.

Transportation Policy

Transportation is provided for students who live more than one-half mile from the school. Transportation is not provided to students on open enrollment.

School Honors

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

Award/Honor	Year
ü 1st Place in the Public Education Xeriscape Contest	2003
ü Bobcat Code of Honor Student Monthly Winners	2003
ü \$10,000 Schoolyard AZ Game and Fish Heritage Grant	2002
ü A+ Award	1996

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	75	1254	75509	100	99	100	544	532	521	6	10	13	16	21	23	33	30	33	46	40	31
All Students (Prior Year)	101	1286	75372	100	99	100	555	537	523	1	6	9	15	17	25	29	36	36	54	41	30
Female	38	652	37013	100	99	100	551	534	522	3	9	12	19	21	24	25	28	33	53	42	31
Male	37	598	38430	100	98	99	537	531	521	9	10	14	12	21	22	41	32	33	38	37	31
African American	--	41	3660	--	100	99	--	499	496	--	11	24	--	41	31	--	30	28	--	19	18
Hispanic	15	426	30486	100	99	99	518	509	505	14	17	18	14	29	29	43	30	32	29	24	21
Asian/Pacific Islander	NC	41	1780	NC	98	98	NC	558	549	NC	0	5	NC	6	13	NC	39	33	NC	55	50
American Indian/Alaskan Native	--	20	4075	--	95	100	--	510	486	--	15	28	--	45	34	--	5	26	--	35	12
White	58	723	35192	100	99	99	550	544	534	4	6	8	17	17	19	31	30	35	48	47	39
Students with Disabilities	13	191	9708	100	100	100	508	509	489	11	20	32	22	25	27	56	30	24	11	25	17
Students without Disabilities	62	1063	65801	98	98	98	550	535	525	5	8	11	15	20	23	30	30	34	51	42	33
Limited English Proficient Students	NC	120	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	506	36411				NC	506	503	NC	18	19	NC	29	29	NC	30	32	NC	23	20
Non-Economically Disadvantaged	69	748	39040				545	546	534	5	5	8	15	17	19	33	30	34	47	48	39

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	75	1255	75492	100	99	100	542	525	519	1	8	12	9	16	16	49	47	47	41	29	24
All Students (Prior Year)	102	1286	75221	100	99	100	543	530	523	1	5	8	4	11	16	61	58	56	33	25	21
Female	38	652	37014	100	99	100	548	528	523	0	7	10	8	16	15	36	44	48	56	34	27
Male	37	598	38400	100	98	99	535	521	516	3	10	14	9	15	17	64	49	47	24	25	21
African American	--	42	3665	--	100	99	--	506	505	--	18	20	--	18	22	--	50	43	--	13	14
Hispanic	15	425	30438	100	99	99	533	510	508	7	15	17	7	23	21	64	46	47	21	16	15
Asian/Pacific Islander	NC	41	1773	NC	98	98	NC	536	534	NC	0	4	NC	6	10	NC	61	50	NC	33	36
American Indian/Alaskan Native	--	20	4081	--	95	100	--	517	498	--	5	25	--	21	26	--	58	40	--	16	8
White	58	723	35177	100	99	99	545	533	528	0	5	8	9	12	13	43	46	49	47	36	31
Students with Disabilities	13	191	9707	100	100	100	518	512	495	13	16	33	0	16	21	75	48	33	13	20	13
Students without Disabilities	62	1064	65785	98	98	98	545	527	522	0	7	10	10	15	16	46	47	49	44	31	26
Limited English Proficient Students	NC	121	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	506	36302				NC	506	507	NC	16	18	NC	24	21	NC	47	46	NC	12	14
Non-Economically Disadvantaged	69	749	39164				544	535	528	2	4	8	8	11	13	49	47	48	42	38	31

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	75	1250	75053	100	99	99	625	619	597	1	5	7	10	11	12	78	70	72	10	14	9
All Students (Prior Year)	102	1257	73654	100	97	99	546	539	530	1	7	9	3	8	13	87	74	70	9	11	7
Female	38	649	36872	100	99	99	673	645	621	0	3	5	3	7	9	81	72	74	17	18	12
Male	37	596	38109	100	98	99	572	591	573	3	8	10	18	15	14	76	68	69	3	9	6
African American	--	42	3636	--	100	99	--	556	568	--	8	12	--	28	16	--	59	67	--	5	6
Hispanic	15	421	30235	100	98	98	597	592	575	7	10	9	14	14	14	64	65	70	14	12	6
Asian/Pacific Islander	NC	41	1768	NC	98	98	NC	644	651	NC	3	3	NC	9	5	NC	73	72	NC	15	19
American Indian/Alaskan Native	--	20	4044	--	95	99	--	569	550	--	0	13	--	25	17	--	75	66	--	0	4
White	58	722	35028	100	99	99	635	635	613	0	3	6	9	9	10	81	73	73	9	15	11
Students with Disabilities	13	189	9625	100	100	100	530	563	530	0	9	21	25	20	21	75	67	55	0	3	4
Students without Disabilities	62	1061	65428	98	97	98	637	627	604	2	5	6	8	10	11	79	71	73	11	15	10
Limited English Proficient Students	NC	120	16765	NC	100	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	502	36077				NC	581	566	NC	9	10	NC	16	16	NC	65	69	NC	9	5
Non-Economically Disadvantaged	69	748	38950				629	639	618	2	3	5	8	8	9	80	73	73	11	16	12

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	110	1315	76019	100	99	100	547	519	499	4	8	14	17	29	39	8	16	14	72	47	33
All Students (Prior Year)	111	1337	76230	100	98	100	530	515	498	2	6	12	15	31	38	13	13	12	69	50	37
Female	52	653	37207	100	99	100	549	518	499	4	8	12	12	28	41	10	18	14	73	47	33
Male	58	659	38677	100	98	100	547	520	498	4	9	15	21	30	38	5	14	13	70	47	34
African American	NC	50	3817	NC	100	100	NC	494	475	NC	12	23	NC	44	47	NC	23	11	NC	21	18
Hispanic	16	436	29458	100	99	100	529	494	480	7	14	20	29	41	48	7	17	12	57	29	20
Asian/Pacific Islander	NC	40	1673	NC	98	99	NC	561	531	NC	6	4	NC	9	29	NC	6	14	NC	80	53
American Indian/Alaskan Native	NC	20	4735	NC	95	100	NC	478	466	NC	33	28	NC	22	49	NC	22	10	NC	22	13
White	89	768	35880	100	99	100	549	531	515	3	5	7	16	24	32	8	15	16	72	56	45
Students with Disabilities	13	192	9786	100	100	100	498	474	457	27	29	39	27	39	40	0	14	7	45	18	13
Students without Disabilities	97	1123	66233	97	98	99	553	524	503	1	6	11	16	28	39	8	16	14	75	50	35
Limited English Proficient Students	NC	130	15206	NC	99	100	NC	460	459	NC	36	31	NC	43	53	NC	13	7	NC	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	14	525	35714				502	488	480	0	17	20	60	43	47	10	16	12	30	24	20
Non-Economically Disadvantaged	96	790	40266				552	537	513	4	3	9	13	21	33	7	16	15	76	60	43

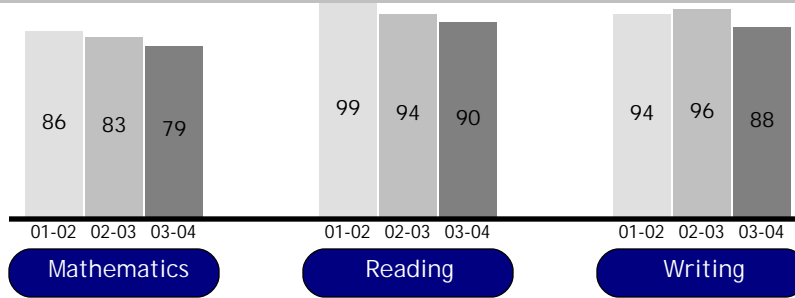
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	1314	76020	100	99	100	516	509	503	8	18	25	15	21	23	50	42	40	27	18	12
All Students (Prior Year)	111	1332	76202	100	97	100	520	512	505	5	10	19	11	19	24	64	54	46	19	16	11
Female	52	654	37213	100	100	100	517	511	504	4	17	22	18	22	23	51	44	42	27	17	13
Male	58	657	38666	100	98	100	514	506	501	11	20	29	12	21	22	49	41	38	28	18	12
African American	NC	50	3819	NC	100	100	NC	498	494	NC	20	37	NC	36	26	NC	40	31	NC	4	6
Hispanic	16	436	29442	100	99	99	506	498	494	7	34	37	29	24	26	57	33	31	7	10	6
Asian/Pacific Islander	NC	39	1672	NC	95	99	NC	514	513	NC	9	12	NC	17	19	NC	54	49	NC	20	20
American Indian/Alaskan Native	NC	20	4735	NC	95	100	NC	493	489	NC	41	48	NC	18	25	NC	35	24	NC	6	3
White	89	768	35890	100	99	100	517	515	511	8	11	15	14	20	20	48	46	48	30	23	18
Students with Disabilities	13	191	9784	100	100	100	502	490	485	36	47	58	9	27	19	27	18	19	27	8	4
Students without Disabilities	97	1123	66236	97	98	99	517	511	504	4	15	23	16	21	23	53	45	42	27	19	13
Limited English Proficient Students	NC	129	15198	NC	98	100	NC	479	483	NC	67	59	NC	22	25	NC	11	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	14	523	35703				499	495	494	10	35	37	40	25	26	50	33	31	0	8	6
Non-Economically Disadvantaged	96	791	40274				517	516	509	7	9	17	13	20	20	50	48	47	30	23	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	110	1307	75673	100	98	100	613	558	530	3	9	12	9	18	25	70	66	58	18	8	4
All Students (Prior Year)	110	1315	74692	99	96	99	544	521	502	5	9	18	8	22	27	62	54	47	24	14	8
Female	52	652	37099	100	99	100	636	573	548	0	6	8	10	15	22	67	70	64	22	9	6
Male	58	652	38441	100	97	99	592	543	513	5	11	16	7	21	29	73	62	52	14	6	3
African American	NC	50	3791	NC	100	99	NC	536	506	NC	4	18	NC	24	29	NC	69	50	NC	2	3
Hispanic	16	432	29305	100	98	99	627	523	507	7	15	16	7	22	31	57	59	51	29	4	2
Asian/Pacific Islander	NC	40	1665	NC	98	99	NC	569	573	NC	6	6	NC	14	16	NC	69	67	NC	11	10
American Indian/Alaskan Native	NC	20	4707	NC	95	100	NC	520	492	NC	22	19	NC	11	33	NC	61	46	NC	6	1
White	89	764	35760	100	99	99	609	576	550	2	6	9	8	16	21	74	69	64	15	9	6
Students with Disabilities	13	191	9706	100	100	100	561	492	462	20	25	36	10	29	32	60	44	31	10	2	1
Students without Disabilities	97	1116	65967	97	98	99	618	566	536	1	7	10	8	16	25	72	69	60	19	8	5
Limited English Proficient Students	NC	128	15115	NC	98	100	NC	455	471	NC	22	26	NC	48	38	NC	30	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	14	520	35541				568	514	504	0	16	17	20	23	31	80	59	50	0	2	2
Non-Economically Disadvantaged	96	787	40091				618	583	550	3	4	9	7	15	21	69	70	64	20	11	6

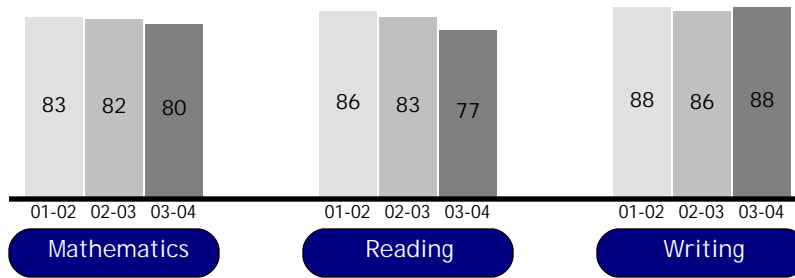
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	61	49	44	94	71	59	50	97	70	NA	58
	Language	96	62	47	39	99	66	51	43	97	69	59	50
	Mathematics	96	71	61	52	94	81	66	57	97	80	72	64
3	Reading	98	69	51	43	95	80	58	47	97	74	NA	55
	Language	98	73	58	50	100	78	63	54	100	74	68	61
	Mathematics	98	71	61	50	99	83	67	54	100	81	71	61
4	Reading	93	75	56	47	96	86	63	52	97	83	NA	56
	Language	93	69	53	45	96	79	59	48	100	74	59	52
	Mathematics	94	85	62	52	96	86	69	57	98	83	72	61
5	Reading	95	72	55	46	97	80	63	50	100	85	NA	55
	Language	95	70	51	43	99	74	58	46	100	77	60	49
	Mathematics	99	73	66	54	96	88	72	57	100	88	78	63
6	Reading	94	80	55	49	97	86	63	53	99	81	NA	56
	Language	94	79	50	42	97	79	57	45	99	78	61	48
	Mathematics	94	91	66	58	99	93	73	62	99	93	80	66

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

School Site Council

Council Composition

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

Council Duties

- Ü Monitor School Improvement Plan
- Ü Recommendations for Improvement
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü School Policy Review

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	2.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	20
Core academic classes taught by Highly Qualified (NCLB) teachers.	62
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Primary Computer Lab
- Ü Intermediate Computer Lab
- Ü Elementary Library/Literacy Room
- Ü Media Studio for Bobcat News

Extracurricular Activities

- Ü Student Council (4-6)
- Ü Band, Choir and Orchestra (4-6)
- Ü Track (K-6)
- Ü Garden Club (K-6)
- Ü Entrepreneurs Club (Grades 4-6)
- Ü Odyssey of the Mind (4-6)
- Ü Science Fair (K-6)
- Ü Bear Essential News Club

Social Services

- Ü School-age Child Care
- Ü Community School Classes
- Ü Counseling Services
- Ü Health Services
- Ü Psychology Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Harelson supports the community and local organizations. This year, students have raised money for the American Heart Association, Leukemia Society, Community Food Bank, and volunteered in classrooms of severely disabled students.
- ü Harelson sponsored the 5th Annual Amphitheater Peace Conference. Local community support included media personnel, other schools in the Amphitheater School District, as well as local political leaders.
- ü Harelson completed the Nocturnal Pollinator Habitat Project funded by the Arizona Game and Fish Heritage Grant.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	2	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	86	66
Grades 3-4	83	75
Grades 4-5	67	77
Grades 5-6	79	94

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

We celebrate a Week Without Violence and we are the host site for the 5th Annual Peace Conference involving local media directors and local leaders. Programs such as our Bobcat Code of Honor help us create a safe environment for children.

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

1

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.

Contacts

	Name	Phone Number
School Site Council	Andrew T. Heinemann	(520) 696-6022
Transportation Policy	Marc Lappitt	(520) 696-3780
Community Resources	Andrew T. Heinemann	(520) 696-6022
School Nutrition Programs	Gail Collins	(520) 696-5992
Parent Organization	Katie Strumpf	(520) 696-6020
Student Health/Nurse	Sandi Beck	(520) 696-5728

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.