



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

826 W Chapala Dr., 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2004-05 Excelling
2003-04 Excelling
2002-03 Excelling

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

School Overview

Principal/Administrator : Mr. Andrew T. Heinemann
Schedule : 07:30 AM to 03:30 PM
Grades : K-6
2005 Enrollment : 508
Web Address : www.amphi.com/schools/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)

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

School Improvement Status (b)

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

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

School / Academic Goals

- Students will meet or exceed the State Standards in Writing, utilizing the Six Traits of Writing criteria.
Students will meet or exceed the State Standards in Mathematics as measured by the AIMS Test.
Students will meet or exceed the State Standards in Reading as measured by the AIMS Test.

Enrollment

October 1, 2004 School Year Student Enrollment : 550
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 201

## Instructional Programs

- Standards-based Curriculum
- Focus on Arizona Academic Standards
- Fine Arts Program (K-6)
- Student Leadership Program, Grade 6
- Lower Quartile Reading Program (1-5)
- Reading Crew Tutorial Program (1-3)
- 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 :	8/11/2005
Last Day of School :	5/25/2006

## 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

Parents provide the love of learning and the true motivation to help their child succeed in school. Parents volunteer as classroom aides and serve in the PTO, Site Council, and a variety of committees. Parents 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
• Bobcat Code of Honor Student Monthly Winners	2004
• 1st Place in the Public Education Xeriscape Contest	2003
• \$10,000 Schoolyard AZ Game and Fish Heritage Grant	2002
• 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	73	1215	79306	99	100	99	473	451	445	1	8	10	14	16	18	44	50	51	41	27	20
All Students (Prior Year)	75	1254	75509	100	99	100	544	532	521	6	10	13	16	21	23	33	30	33	46	40	31
Female	30	572	38691	100	100	99	474	453	446	0	7	10	17	17	18	34	49	52	48	27	20
Male	43	643	40583	98	100	99	472	450	445	2	9	11	12	15	18	50	50	50	36	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	11	429	32869	92	100	99	472	427	429	9	12	15	27	25	25	18	49	51	45	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	--	22	4264	--	100	100	--	431	419	--	10	19	--	20	30	--	65	45	--	5	6
White	59	674	36197	100	100	99	474	467	463	0	5	5	11	10	11	49	50	53	40	36	31
Students with Disabilities	16	223	10321	100	100	100	458	390	389	0	26	30	20	25	27	53	36	34	27	12	9
Students without Disabilities	57	993	69060	97	98	98	477	465	454	2	4	7	13	14	17	41	53	54	45	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	16	548	39415	89	96	96	454	436	431	0	12	15	20	25	25	53	52	50	27	12	10
Non-Economically Disadvantaged	57	668	39966	100	100	100	478	463	459	2	5	6	13	9	12	41	48	52	45	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	73	1214	79395	99	0	99	475	451	446	1	8	9	15	22	25	61	56	55	23	14	11
All Students (Prior Year)	75	1255	75492	100	99	100	542	525	519	1	8	12	9	16	16	49	47	47	41	29	24
Female	30	572	38743	100	0	100	485	456	451	0	7	7	14	21	24	59	57	57	28	16	12
Male	43	642	40618	98	0	99	468	446	440	2	9	11	17	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	11	428	32915	92	0	99	454	423	426	0	12	15	45	36	35	36	46	47	18	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	--	22	4271	--	0	100	--	432	420	--	15	15	--	40	42	--	35	41	--	10	2
White	59	673	36221	100	0	99	480	469	465	0	5	4	11	13	15	67	61	63	23	20	17
Students with Disabilities	16	221	10331	100	0	100	453	384	388	0	30	25	40	32	37	53	31	34	7	7	4
Students without Disabilities	57	994	69139	97	0	99	481	466	454	2	3	7	9	20	24	63	61	58	27	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	16	547	39484	89	0	96	460	432	429	0	13	14	20	36	35	80	47	47	0	4	4
Non-Economically Disadvantaged	57	668	39986	100	0	100	479	466	461	2	4	4	14	12	16	55	62	63	29	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	73	1213	78869	99	100	99	469	447	442	0	4	6	14	20	21	73	64	63	13	11	10
All Students (Prior Year)	75	1250	75053	100	99	99	625	619	597	1	5	7	10	11	12	78	70	72	10	14	9
Female	30	572	38536	100	100	99	487	464	458	0	3	4	3	14	15	72	67	67	24	16	14
Male	43	641	40302	98	100	99	456	433	428	0	6	8	21	26	26	74	62	60	5	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	11	428	32606	92	100	98	461	421	426	0	7	8	18	30	27	64	58	60	18	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	--	22	4245	--	100	100	--	445	423	--	0	9	--	25	26	--	70	61	--	5	4
White	59	672	36078	100	100	99	471	464	459	0	3	4	14	13	16	74	68	66	12	16	14
Students with Disabilities	16	221	10246	100	100	100	451	379	367	0	12	18	27	41	39	67	40	40	7	6	4
Students without Disabilities	57	993	68697	97	98	98	474	463	454	0	3	4	11	15	18	75	70	67	14	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	16	549	39106	89	96	95	456	430	427	0	6	8	20	31	28	67	58	59	13	4	5
Non-Economically Disadvantaged	57	665	39837	100	100	100	472	461	457	0	3	4	13	12	14	75	69	67	13	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	110	1298	78906	100	100	99	537	512	498	3	9	13	11	16	19	46	47	48	41	29	20
All Students (Prior Year)	110	1315	76019	100	99	100	547	519	499	4	8	14	17	29	39	8	16	14	72	47	33
Female	61	653	38644	100	100	99	534	518	500	2	7	12	9	14	19	53	49	49	36	29	19
Male	49	645	40236	100	100	99	540	507	497	4	10	15	13	17	19	37	44	46	46	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	16	448	31938	100	100	99	523	484	481	0	15	19	14	26	25	43	44	46	43	14	10
Asian/Pacific Islander	NC	44	1805	NC	100	98	NC	551	536	NC	3	5	NC	3	8	NC	41	45	NC	54	42
American Indian/Alaskan Native	NC	26	4593	NC	93	100	NC	491	467	NC	26	26	NC	13	29	NC	43	39	NC	17	6
White	88	737	36483	100	100	99	539	527	517	2	4	7	11	10	13	48	49	51	38	37	30
Students with Disabilities	24	221	10664	100	100	100	511	437	430	10	35	42	25	31	27	30	25	26	35	9	5
Students without Disabilities	86	1078	68310	97	99	98	543	528	509	1	3	9	7	12	18	49	51	51	42	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	18	544	38679	95	95	96	501	491	483	0	14	20	17	25	25	75	47	45	8	14	10
Non-Economically Disadvantaged	92	755	40295	100	100	100	541	527	513	3	5	7	10	9	13	42	46	50	45	40	30

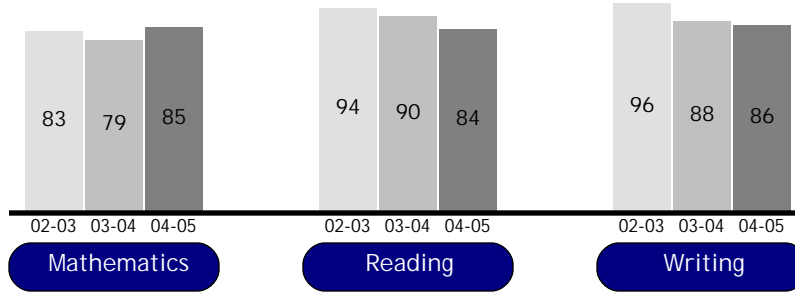
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	1299	78908	100	0	99	520	491	484	3	8	10	10	19	23	62	61	58	25	12	9
All Students (Prior Year)	110	1314	76020	100	99	100	516	509	503	8	18	25	15	21	23	50	42	40	27	18	12
Female	61	654	38648	100	0	99	518	501	489	4	6	8	5	16	22	69	64	61	22	14	10
Male	49	645	40233	100	0	99	522	482	479	2	10	12	15	22	25	54	58	55	28	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	16	448	31940	100	0	99	515	463	465	0	18	16	7	31	32	79	47	49	14	4	3
Asian/Pacific Islander	NC	44	1805	NC	0	98	NC	508	507	NC	5	4	NC	11	13	NC	73	65	NC	11	18
American Indian/Alaskan Native	NC	26	4569	NC	0	100	NC	474	457	NC	13	18	NC	39	39	NC	39	41	NC	9	2
White	88	738	36502	100	0	99	522	507	502	2	2	4	11	11	14	59	70	67	27	17	15
Students with Disabilities	24	221	10665	100	0	100	489	425	423	15	29	30	25	36	36	45	32	31	15	3	2
Students without Disabilities	86	1079	68312	97	0	98	528	505	493	0	3	7	6	16	21	67	67	62	27	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	18	544	38662	95	0	96	483	471	468	8	14	16	17	32	32	75	53	49	0	2	3
Non-Economically Disadvantaged	92	756	40315	100	0	100	525	505	498	2	4	5	9	11	15	61	67	66	28	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	110	1297	78750	100	100	99	532	503	500	3	6	6	17	24	29	70	66	63	10	3	2
All Students (Prior Year)	110	1307	75673	100	98	100	613	558	530	3	9	12	9	18	25	70	66	58	18	8	4
Female	61	653	38586	100	100	99	553	524	515	0	3	4	7	20	22	80	74	71	13	4	3
Male	49	644	40135	100	99	99	507	483	486	7	10	8	28	29	35	59	59	56	7	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	16	447	31841	100	100	99	470	470	483	14	11	8	21	37	36	64	50	55	0	1	1
Asian/Pacific Islander	NC	43	1802	NC	98	98	NC	545	533	NC	3	2	NC	8	16	NC	76	75	NC	14	7
American Indian/Alaskan Native	NC	27	4586	NC	96	100	NC	485	481	NC	21	8	NC	25	37	NC	50	54	NC	4	1
White	88	737	36440	100	100	99	543	520	516	0	3	3	17	18	22	73	75	71	10	3	4
Students with Disabilities	24	221	10622	100	100	100	494	411	415	5	26	21	35	42	50	55	32	28	5	0	1
Students without Disabilities	86	1077	68196	97	99	98	542	522	513	2	2	3	12	21	25	74	73	69	11	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	18	541	38558	95	95	96	498	478	485	8	11	8	25	36	37	58	53	54	8	0	1
Non-Economically Disadvantaged	92	757	40260	100	100	100	537	520	514	2	3	3	16	17	21	72	75	72	10	5	4

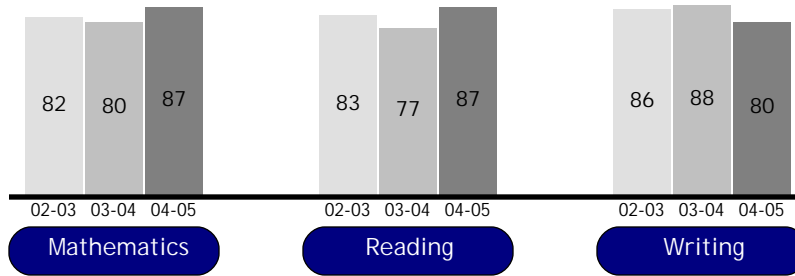
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	71	59	50	97	70	NA	58	100	70	54	47
	Language	99	66	51	43	97	69	59	50	100	65	55	47
	Mathematics	94	81	66	57	97	80	72	64	100	73	58	50
3	Reading	95	80	58	47	97	74	NA	55	99	63	49	44
	Language	100	78	63	54	100	74	68	61	99	55	48	44
	Mathematics	99	83	67	54	100	81	71	61	99	63	57	51
4	Reading	96	86	63	52	97	83	NA	56	100	67	54	48
	Language	96	79	59	48	100	74	59	52	100	63	54	49
	Mathematics	96	86	69	57	98	83	72	61	100	71	59	53
5	Reading	97	80	63	50	100	85	NA	55	100	66	55	50
	Language	99	74	58	46	100	77	60	49	100	66	55	50
	Mathematics	96	88	72	57	100	88	78	63	100	64	56	49
6	Reading	97	86	63	53	99	81	NA	56	100	77	57	51
	Language	97	79	57	45	99	78	61	48	100	77	55	47
	Mathematics	99	93	73	62	99	93	80	66	100	78	61	52

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/](http://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."

# Winifred Harelson Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 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 2005-06

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 2005-06

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

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	69
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü 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 and Orchestra (4-6)
- Ü Track (K-6)
- Ü Garden Club (K-6)
- Ü Entrepreneurs Club (Grades 4-6)
- Ü Science Fair (K-6)
- Ü Technology Club (K-6)

### 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 2004-05

School Achievements/Accomplishments 2004-05

- 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 6th 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	4	12	12	17
Transfers In Rate <sup>6</sup>	9	28	28	37
Stability Rate <sup>7</sup>	95	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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 celebrate a Week Without Violence and we are the host site for the 6th 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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0
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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	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	Liz Avery	(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](http://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](http://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](http://www.ade.az.gov/researchpolicy/grad).

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

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