

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3021 W. Evans Dr., Phoenix, AZ 85053

Washington Elementary School 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. Christine Hollingsworth
 Schedule : 07:30 AM to 03:30 PM
 Grades : K-6
 2005 Enrollment : 739
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 896-5000
 Fax Number : (602) 896-5020
 E-mail : chollin@ac.wesd.k12.az.us

Mission

Our mission at Acacia Elementary School is to educate children by fostering their growth academically, physically, socially, and aesthetically so that they are inspired to be lifelong learners.

School / Academic Goals

- ü Teachers will implement the revised science and math curricula, and will plan instruction using the newly adopted mathematics materials in order to improve student achievement.
- ü Teachers will utilize an effective system for collecting and managing information on student academic progress.
- ü Teachers will incorporate and utilize systematic, scientifically research-based instructional strategies and practices to meet the needs of the diverse student.
- ü Teachers will analyze assessment data for data-driven decision-making to increase student achievement.

Enrollment

October 1, 2004 School Year Student Enrollment : 664
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 62

Instructional Programs

- Art/Music/Physical Education
- Technology/Teacher Learning Stations
- Programs for English Language Learners
- Gifted Program
- Full-day Kindergarten
- On-site Special Education
- 21st Century Grant after school classes
- Reduced class sizes 1st and 2nd grade

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 3 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Acacia strives to provide a safe environment, consistent leadership, effective instructional practices, student achievement, a welcoming community, regular home/school communication, and personal and professional development.

Parents

As our partners in the education of children, parents should require students to complete homework assignments, have good attendance and be on time, as well as encourage a good attitude about school. Parents participate in Parent/Teacher conferences.

Transportation Policy

All students live within walking distance of the school. Riding the bus for field trips is a privilege extended to students through Board policy. The Transportation Department is responsible for transporting students safely to and from school-related activities. Students shall conform with all policies and regulations relating to conduct on school buses so that a safe and friendly environment may be maintained.

School Honors

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

Award/Honor	Year
• Teacher of the Year Award	2002
• Phoenix Public Library Project GOAL Award	2002
• Sam's/Wal-mart State Teacher of the Year	2005
• ASU MLK Bookmark Contest	2002

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	97	2787	79306	100	100	99	456	434	445	2	13	10	17	23	18	58	49	51	22	15	20
All Students (Prior Year)	89	2649	75509	100	99	100	494	509	521	12	16	13	44	29	23	34	32	33	10	24	31
Female	43	1340	38691	100	100	99	457	432	446	3	14	10	15	24	18	63	48	52	20	14	20
Male	54	1447	40583	100	100	99	454	436	445	2	13	11	18	21	18	55	50	50	24	16	21
African American	NC	183	4041	NC	100	99	NC	414	426	NC	18	17	NC	26	23	NC	48	50	NC	8	10
Hispanic	36	1152	32869	100	100	99	437	418	429	6	20	15	24	30	25	65	43	51	6	7	10
Asian/Pacific Islander	NC	109	1935	NC	100	99	NC	444	474	NC	4	3	NC	20	9	NC	57	48	NC	19	40
American Indian/Alaskan Native	NC	97	4264	NC	100	100	NC	428	419	NC	14	19	NC	25	30	NC	57	45	NC	4	6
White	52	1246	36197	100	99	99	470	450	463	0	7	5	11	16	11	53	54	53	36	23	31
Students with Disabilities	10	411	10321	100	100	100	447	381	389	0	31	30	20	32	27	60	30	34	20	7	9
Students without Disabilities	87	2376	69060	100	99	98	457	444	454	3	10	7	16	21	17	58	53	54	23	16	22
Limited English Proficient Students	NC	634	15509	NC	100	100	NC	402	406	NC	23	20	NC	32	30	NC	41	45	NC	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	51	1720	39415	96	95	96	447	426	431	2	18	15	21	28	25	63	46	50	15	8	10
Non-Economically Disadvantaged	46	1067	39966	100	100	100	466	447	459	2	6	6	12	14	12	54	54	52	32	26	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	97	2790	79395	100	0	99	456	435	446	6	13	9	22	29	25	58	52	55	13	7	11
All Students (Prior Year)	88	2648	75492	99	99	100	505	514	519	21	14	12	16	20	16	56	47	47	7	20	24
Female	43	1341	38743	100	0	100	469	438	451	5	11	7	10	29	24	65	52	57	20	8	12
Male	54	1449	40618	100	0	99	445	433	440	6	14	11	33	28	27	53	51	53	8	6	9
African American	NC	183	4052	NC	0	100	NC	422	434	NC	15	11	NC	29	29	NC	53	54	NC	3	6
Hispanic	36	1152	32915	100	0	99	435	418	426	12	20	15	35	35	35	47	42	47	6	2	4
Asian/Pacific Islander	NC	109	1936	NC	0	99	NC	446	468	NC	5	3	NC	23	14	NC	61	63	NC	11	19
American Indian/Alaskan Native	NC	97	4271	NC	0	100	NC	426	420	NC	11	15	NC	49	42	NC	38	41	NC	1	2
White	52	1249	36221	100	0	99	470	452	465	2	6	4	15	22	15	64	60	63	19	12	17
Students with Disabilities	10	411	10331	100	0	100	419	374	388	20	35	25	50	39	37	20	24	34	10	3	4
Students without Disabilities	87	2379	69139	100	0	99	460	447	454	4	9	7	19	27	24	63	57	58	14	8	11
Limited English Proficient Students	NC	634	15545	NC	0	100	NC	399	399	NC	24	21	NC	39	42	NC	35	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	51	1722	39484	96	0	96	443	427	429	6	17	14	29	35	35	58	45	47	6	3	4
Non-Economically Disadvantaged	46	1068	39986	100	0	100	470	450	461	5	5	4	15	18	16	59	64	63	22	13	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	97	2775	78869	100	99	99	430	430	442	6	8	6	30	24	21	61	59	63	3	8	10
All Students (Prior Year)	89	2643	75053	100	99	99	545	581	597	21	10	7	16	13	12	62	69	72	1	8	9
Female	43	1335	38536	100	99	99	462	446	458	0	5	4	18	20	15	75	64	67	8	11	14
Male	54	1440	40302	100	99	99	404	415	428	10	11	8	41	28	26	49	56	60	0	5	7
African American	NC	181	4015	NC	99	99	NC	416	430	NC	10	8	NC	28	24	NC	54	61	NC	7	7
Hispanic	36	1145	32606	100	100	98	427	413	426	6	12	8	29	29	27	62	53	60	3	5	5
Asian/Pacific Islander	NC	108	1925	NC	100	99	NC	438	471	NC	7	3	NC	22	11	NC	61	64	NC	10	22
American Indian/Alaskan Native	NC	97	4245	NC	100	100	NC	418	423	NC	13	9	NC	27	26	NC	54	61	NC	6	4
White	52	1244	36078	100	99	99	435	447	459	4	4	4	30	19	16	62	66	66	4	11	14
Students with Disabilities	10	408	10246	100	100	100	357	346	367	30	23	18	50	44	39	20	32	40	0	1	4
Students without Disabilities	87	2367	68697	100	98	98	439	445	454	3	6	4	28	20	18	66	64	67	4	9	11
Limited English Proficient Students	NC	627	15339	NC	100	100	NC	390	399	NC	16	11	NC	31	31	NC	49	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	51	1710	39106	96	94	95	413	421	427	10	11	8	31	28	28	58	56	59	0	5	5
Non-Economically Disadvantaged	46	1065	39837	100	100	100	450	445	457	0	4	4	29	17	14	63	65	67	7	14	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	114	2694	78906	100	100	99	513	488	498	8	15	13	21	23	19	50	50	48	22	12	20
All Students (Prior Year)	97	2695	76019	100	99	100	506	489	499	4	16	14	48	44	39	10	14	14	38	27	33
Female	54	1270	38644	100	100	99	513	489	500	8	14	12	20	22	19	52	52	49	20	12	19
Male	60	1423	40236	100	100	99	513	488	497	7	17	15	21	24	19	48	47	46	23	12	20
African American	NC	181	4087	NC	100	99	NC	481	481	NC	18	20	NC	30	24	NC	44	45	NC	8	11
Hispanic	42	1115	31938	100	100	99	498	473	481	3	22	19	32	30	25	61	43	46	5	5	10
Asian/Pacific Islander	NC	89	1805	NC	99	98	NC	503	536	NC	11	5	NC	13	8	NC	63	45	NC	13	42
American Indian/Alaskan Native	NC	98	4593	NC	98	100	NC	478	467	NC	15	26	NC	33	29	NC	46	39	NC	6	6
White	65	1211	36483	100	100	99	522	502	517	10	10	7	15	16	13	46	55	51	30	19	30
Students with Disabilities	13	395	10664	100	100	100	446	434	430	46	41	42	46	32	27	8	24	26	0	3	5
Students without Disabilities	101	2299	68310	99	99	98	523	498	509	2	11	9	17	21	18	56	54	51	25	14	22
Limited English Proficient Students	10	382	12573	100	100	100	497	459	454	7	26	27	26	33	30	63	38	38	4	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	69	1651	38679	99	95	96	502	481	483	10	21	20	21	27	25	55	46	45	13	7	10
Non-Economically Disadvantaged	45	1043	40295	100	100	100	532	501	513	3	7	7	21	16	13	41	56	50	36	20	30

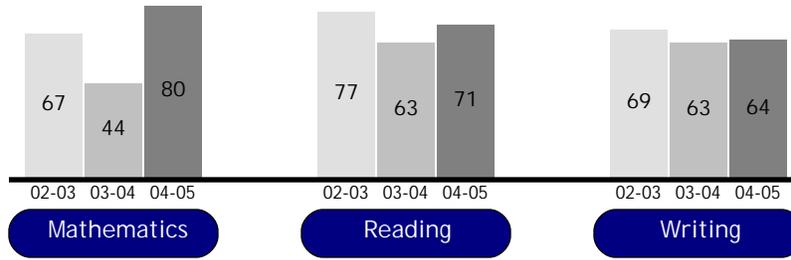
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	2695	78908	99	0	99	491	480	484	11	11	10	20	24	23	60	58	58	9	6	9
All Students (Prior Year)	97	2695	76020	100	99	100	503	499	503	22	29	25	23	25	23	46	38	40	10	9	12
Female	54	1271	38648	100	0	99	493	485	489	12	9	8	12	22	22	68	61	61	8	8	10
Male	59	1423	40233	98	0	99	489	476	479	11	13	12	27	26	25	53	55	55	9	5	8
African American	NC	181	4092	NC	0	99	NC	479	473	NC	11	12	NC	26	28	NC	57	54	NC	6	5
Hispanic	42	1114	31940	100	0	99	471	464	465	16	17	16	24	32	32	61	48	49	0	3	3
Asian/Pacific Islander	NC	90	1805	NC	0	98	NC	485	507	NC	13	4	NC	15	13	NC	66	65	NC	6	18
American Indian/Alaskan Native	NC	99	4569	NC	0	100	NC	466	457	NC	18	18	NC	30	39	NC	53	41	NC	0	2
White	64	1211	36502	98	0	99	502	496	502	8	6	4	18	17	14	60	66	67	13	10	15
Students with Disabilities	13	395	10665	100	0	100	435	428	423	38	33	30	46	33	36	15	32	31	0	2	2
Students without Disabilities	100	2300	68312	98	0	98	499	489	493	8	8	7	16	23	21	66	63	62	10	7	10
Limited English Proficient Students	10	382	12556	100	0	100	467	444	436	15	23	24	30	39	40	56	37	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	68	1649	38662	97	0	96	479	471	468	14	15	16	27	31	32	53	51	49	6	3	3
Non-Economically Disadvantaged	45	1046	40315	100	0	100	511	496	498	8	5	5	8	14	15	72	69	66	13	12	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	114	2662	78750	100	99	99	499	498	500	5	6	6	33	30	29	61	61	63	1	3	2
All Students (Prior Year)	97	2691	75673	100	99	100	505	521	530	13	14	12	34	27	25	51	56	58	2	4	4
Female	54	1248	38586	100	98	99	513	513	515	2	3	4	26	25	22	70	68	71	2	4	3
Male	60	1413	40135	100	99	99	487	485	486	7	9	8	39	34	35	54	56	56	0	1	1
African American	NC	175	4081	NC	97	99	NC	492	488	NC	12	8	NC	21	32	NC	65	59	NC	1	2
Hispanic	42	1102	31841	100	99	99	500	483	483	5	9	8	29	38	36	66	53	55	0	1	1
Asian/Pacific Islander	NC	87	1802	NC	97	98	NC	510	533	NC	5	2	NC	19	16	NC	73	75	NC	3	7
American Indian/Alaskan Native	NC	96	4586	NC	96	100	NC	498	481	NC	3	8	NC	38	37	NC	57	54	NC	3	1
White	65	1202	36440	100	100	99	497	511	516	5	4	3	34	24	22	59	68	71	2	4	4
Students with Disabilities	13	393	10622	100	100	100	423	425	415	8	19	21	92	52	50	0	28	28	0	1	1
Students without Disabilities	101	2269	68196	99	98	98	510	511	513	4	4	3	25	26	25	70	67	69	1	3	3
Limited English Proficient Students	10	376	12504	100	100	100	482	461	451	15	12	12	26	43	44	59	45	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	69	1631	38558	99	94	96	483	488	485	6	8	8	43	35	37	51	56	54	0	1	1
Non-Economically Disadvantaged	45	1031	40260	100	100	100	527	514	514	3	4	3	15	21	21	79	70	72	3	5	4

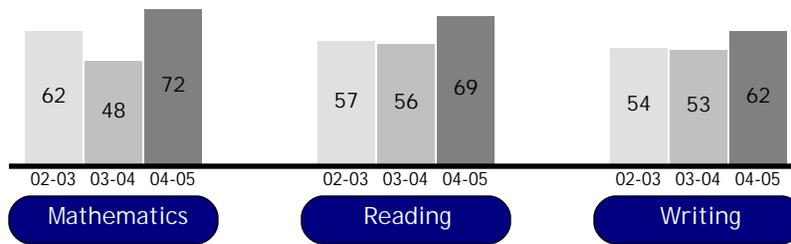
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	95	42	44	50	74	54	NA	58	99	43	40	47
	Language	98	37	34	43	76	46	44	50	98	41	40	47
	Mathematics	99	51	46	57	76	52	57	64	99	43	41	50
3	Reading	100	40	42	47	97	47	NA	55	100	46	40	44
	Language	98	47	48	54	97	49	56	61	100	47	40	44
	Mathematics	97	51	45	54	99	48	53	61	100	54	44	51
4	Reading	99	50	47	52	97	48	NA	56	100	40	42	48
	Language	99	46	42	48	97	47	48	52	100	45	44	49
	Mathematics	100	57	48	57	98	57	54	61	99	46	45	53
5	Reading	99	59	45	50	95	53	NA	55	99	49	47	50
	Language	99	52	41	46	97	51	45	49	99	52	48	50
	Mathematics	100	73	52	57	98	68	57	63	100	52	44	49
6	Reading	99	55	50	53	100	57	NA	56	100	53	48	51
	Language	99	42	41	45	100	48	44	48	100	51	45	47
	Mathematics	99	75	54	62	100	74	60	66	100	56	46	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/

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

Council Duties

- ü To facilitate school improvement
- ü To address short-term needs
- ü To develop increased communication
- ü To facilitate budget implementation
- ü To engage in shared decision-making
- ü To facilitate staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	1.00	Teacher Aide	4.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	1	0	0
4 to 6 years	2	1	0	0
7 to 9 years	3	0	0	0
10 or more years	8	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	91
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	1%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE Facilities
- ü Computer/Technology Lab
- ü Title I teacher
- ü Library

Extracurricular Activities

- ü Student Council
- ü After School Remedial Classes
- ü Reach for Success Classes
- ü Interscholastic Sports

Social Services

- ü Urban Survival Program/Fire Pal
- ü Counseling Services
- ü Day Care Program
- ü Parenting Classes
- ü City Recreational Activities

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Designed and implemented procedures for staff to collaboratively analyze assessment data to determine current needs in relation to the established curriculum.

- ü Designed and implemented procedures for teachers and principal to collaboratively and individually identify instructional improvements related to identified needs.

- ü Implemented the revised Language Arts and Math curricula.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	22	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	3	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

Washington School District’s Crisis Team has examined every aspect of operations in the District to create safe, secure campuses. Comprehensive crisis management plans have been developed for each campus. Schools hold regular fire and lockdown drills, and conduct tabletop crisis drills. In addition, school counselors are ready to respond to a campus to provide support for students or adults during a crisis. WESD is committed to providing a safe atmosphere conducive to student learning.

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

0

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

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

Contacts

	Name	Phone Number
School Site Council	Christine Hollingsworth	(602) 896-5000
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Heidi Goding	(602) 504-0839
Student Health/Nurse	Danni Tomlinson	(602) 896-5010

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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

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