

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8710 N 31st Ave, Phoenix, AZ 85051

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	Not 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. Carla R. Aronowitz
 Schedule : 07:15 AM to 04:30 PM
 Grades : Pre-K-6
 2005 Enrollment : 713
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 347-2000
 Fax Number : (602) 347-2020
 E-mail : caronow@av.wesd.k12.az.us

Mission

It is the mission of Alta Vista School to promote student achievement through child-centered learning.

School / Academic Goals

- ü Teachers will design and deliver instruction and participate in professional development to support a school-wide core reading and literacy program.
- ü Teachers will increase knowledge in utilizing the data from the curriculum-aligned assessments to design and modify instructional processes.
- 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.

Enrollment

October 1, 2004 School Year Student Enrollment : 684
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 36

Instructional Programs

- Ü Full-day Kindergarten
- Ü Integrated Curriculum
- Ü Literature/Phonics-based Instruction
- Ü Differentiated Instructional Delivery
- Ü Technology-based Learning
- Ü Programs for ELL/Second Language Learner
- Ü Before/After School Homework Assistance
- Ü School-Wide Title One Reading Lab

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

Our school strives to provide a safe environment, consistent leadership, effective instructional practices, student achievement, a welcoming community, and personal and professional development.

Parents

Parents agree to: show interest in their child's progress; support ongoing school attendance; meet their child's teacher and maintain communication; encourage their child to be responsible, respectful, follow school rules and complete homework. Parents also agree to work collaboratively with the school to support all school policies.

Transportation Policy

Students who attend Alta Vista either walk to school or are transported by family members. No bus service is provided as residents in the school area live within a one-mile radius. Riding the bus for field trips is a privilege extended to students through Board policy. 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
Ü Arizona Commission for the Arts Grant	2003
Ü Jacob Javits Bright Horizons Grant Participant	2003
Ü Educational Grant to Support Second Language Students	2003
Ü Phoenix Commission for the Arts Grant	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	2787	79306	100	100	99	437	434	445	14	13	10	18	23	18	56	49	51	12	15	20
All Students (Prior Year)	94	2649	75509	100	99	100	504	509	521	16	16	13	29	29	23	30	32	33	25	24	31
Female	57	1340	38691	100	100	99	440	432	446	15	14	10	17	24	18	56	48	52	12	14	20
Male	57	1447	40583	100	100	99	435	436	445	14	13	11	18	21	18	57	50	50	11	16	21
African American	16	183	4041	100	100	99	406	414	426	46	18	17	8	26	23	46	48	50	0	8	10
Hispanic	44	1152	32869	98	100	99	433	418	429	13	20	15	26	30	25	48	43	51	13	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	39	1246	36197	100	99	99	451	450	463	7	7	5	10	16	11	73	54	53	10	23	31
Students with Disabilities	NC	411	10321	NC	100	100	NC	381	389	NC	31	30	NC	32	27	NC	30	34	NC	7	9
Students without Disabilities	107	2376	69060	100	99	98	440	444	454	11	10	7	18	21	17	58	53	54	13	16	22
Limited English Proficient Students	24	634	15509	100	100	100	431	402	406	15	23	20	21	32	30	55	41	45	9	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	76	1720	39415	87	95	96	435	426	431	17	18	15	17	28	25	52	46	50	13	8	10
Non-Economically Disadvantaged	38	1067	39966	100	100	100	446	447	459	0	6	6	19	14	12	75	54	52	6	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	114	2790	79395	100	0	99	440	435	446	13	13	9	22	29	25	59	52	55	6	7	11
All Students (Prior Year)	94	2648	75492	100	99	100	506	514	519	20	14	12	25	20	16	42	47	47	13	20	24
Female	57	1341	38743	100	0	100	445	438	451	5	11	7	27	29	24	63	52	57	5	8	12
Male	57	1449	40618	100	0	99	436	433	440	20	14	11	18	28	27	55	51	53	7	6	9
African American	16	183	4052	100	0	100	419	422	434	31	15	11	23	29	29	46	53	54	0	3	6
Hispanic	44	1152	32915	98	0	99	429	418	426	19	20	15	19	35	35	58	42	47	3	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	39	1249	36221	100	0	99	457	452	465	3	6	4	13	22	15	80	60	63	3	12	17
Students with Disabilities	NC	411	10331	NC	0	100	NC	374	388	NC	35	25	NC	39	37	NC	24	34	NC	3	4
Students without Disabilities	107	2379	69139	100	0	99	446	447	454	11	9	7	19	27	24	63	57	58	6	8	11
Limited English Proficient Students	24	634	15545	100	0	100	428	399	399	21	24	21	24	39	42	45	35	35	9	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	76	1722	39484	87	0	96	437	427	429	16	17	14	23	35	35	57	45	47	4	3	4
Non-Economically Disadvantaged	38	1068	39986	100	0	100	456	450	461	0	5	4	19	18	16	69	64	63	13	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	113	2775	78869	100	99	99	443	430	442	6	8	6	19	24	21	72	59	63	4	8	10
All Students (Prior Year)	93	2643	75053	100	99	99	583	581	597	3	10	7	20	13	12	71	69	72	7	8	9
Female	57	1335	38536	100	99	99	464	446	458	0	5	4	17	20	15	78	64	67	5	11	14
Male	56	1440	40302	98	99	99	424	415	428	11	11	8	20	28	26	66	56	60	2	5	7
African American	16	181	4015	100	99	99	394	416	430	23	10	8	31	28	24	46	54	61	0	7	7
Hispanic	44	1145	32606	98	100	98	443	413	426	6	12	8	16	29	27	74	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	38	1244	36078	100	99	99	470	447	459	0	4	4	7	19	16	87	66	66	7	11	14
Students with Disabilities	NC	408	10246	NC	100	100	NC	346	367	NC	23	18	NC	44	39	NC	32	40	NC	1	4
Students without Disabilities	106	2367	68697	100	98	98	447	445	454	6	6	4	15	20	18	75	64	67	4	9	11
Limited English Proficient Students	23	627	15339	100	100	100	435	390	399	9	16	11	24	31	31	61	49	54	6	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	76	1710	39106	87	94	95	437	421	427	7	11	8	20	28	28	71	56	59	1	5	5
Non-Economically Disadvantaged	37	1065	39837	100	100	100	469	445	457	0	4	4	13	17	14	75	65	67	13	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	102	2694	78906	97	100	99	461	488	498	34	15	13	30	23	19	32	50	48	4	12	20
All Students (Prior Year)	93	2695	76019	100	99	100	478	489	499	16	16	14	51	44	39	14	14	14	18	27	33
Female	45	1270	38644	96	100	99	471	489	500	35	14	12	26	22	19	32	52	49	6	12	19
Male	57	1423	40236	98	100	99	454	488	497	33	17	15	33	24	19	31	47	46	2	12	20
African American	22	181	4087	100	100	99	453	481	481	46	18	20	31	30	24	23	44	45	0	8	11
Hispanic	45	1115	31938	100	100	99	454	473	481	37	22	19	32	30	25	29	43	46	3	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	24	1211	36483	92	100	99	485	502	517	21	10	7	32	16	13	37	55	51	11	19	30
Students with Disabilities	15	395	10664	100	100	100	404	434	430	64	41	42	36	32	27	0	24	26	0	3	5
Students without Disabilities	87	2299	68310	96	99	98	474	498	509	28	11	9	29	21	18	38	54	51	5	14	22
Limited English Proficient Students	25	382	12573	100	100	100	445	459	454	42	26	27	32	33	30	26	38	38	0	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	73	1651	38679	90	95	96	462	481	483	34	21	20	34	27	25	30	46	45	2	7	10
Non-Economically Disadvantaged	29	1043	40295	100	100	100	458	501	513	33	7	7	13	16	13	40	56	50	13	20	30

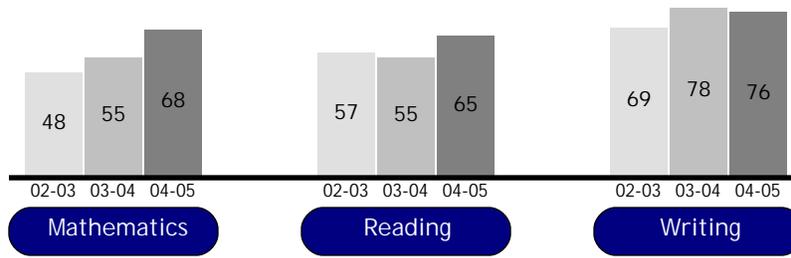
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	2695	78908	99	0	99	460	480	484	19	11	10	33	24	23	43	58	58	5	6	9
All Students (Prior Year)	93	2695	76020	100	99	100	492	499	503	37	29	25	36	25	23	25	38	40	3	9	12
Female	47	1271	38648	100	0	99	473	485	489	14	9	8	34	22	22	43	61	61	9	8	10
Male	57	1423	40233	98	0	99	450	476	479	23	13	12	32	26	25	43	55	55	2	5	8
African American	23	181	4092	100	0	99	459	479	473	23	11	12	31	26	28	46	57	54	0	6	5
Hispanic	44	1114	31940	98	0	99	447	464	465	22	17	16	41	32	32	32	48	49	5	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	25	1211	36502	96	0	99	487	496	502	11	6	4	26	17	14	53	66	67	11	10	15
Students with Disabilities	14	395	10665	100	0	100	396	428	423	46	33	30	46	33	36	8	32	31	0	2	2
Students without Disabilities	90	2300	68312	99	0	98	473	489	493	14	8	7	30	23	21	50	63	62	6	7	10
Limited English Proficient Students	26	382	12556	100	0	100	438	444	436	32	23	24	35	39	40	29	37	35	3	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	73	1649	38662	90	0	96	460	471	468	22	15	16	33	31	32	42	51	49	3	3	3
Non-Economically Disadvantaged	31	1046	40315	100	0	100	459	496	498	7	5	5	33	14	15	47	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	101	2662	78750	96	99	99	471	498	500	9	6	6	42	30	29	47	61	63	1	3	2
All Students (Prior Year)	93	2691	75673	100	99	100	494	521	530	18	14	12	30	27	25	51	56	58	0	4	4
Female	44	1248	38586	94	98	99	490	513	515	3	3	4	44	25	22	50	68	71	3	4	3
Male	57	1413	40135	98	99	99	457	485	486	14	9	8	41	34	35	45	56	56	0	1	1
African American	22	175	4081	100	97	99	460	492	488	31	12	8	15	21	32	54	65	59	0	1	2
Hispanic	45	1102	31841	100	99	99	453	483	483	8	9	8	53	38	36	39	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	24	1202	36440	92	100	99	510	511	516	0	4	3	32	24	22	63	68	71	5	4	4
Students with Disabilities	14	393	10622	100	100	100	428	425	415	0	19	21	77	52	50	23	28	28	0	1	1
Students without Disabilities	87	2269	68196	96	98	98	480	511	513	11	4	3	35	26	25	52	67	69	2	3	3
Limited English Proficient Students	25	376	12504	100	100	100	431	461	451	19	12	12	48	43	44	32	45	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	71	1631	38558	88	94	96	466	488	485	11	8	8	46	35	37	43	56	54	0	1	1
Non-Economically Disadvantaged	30	1031	40260	100	100	100	492	514	514	0	4	3	27	21	21	67	70	72	7	5	4

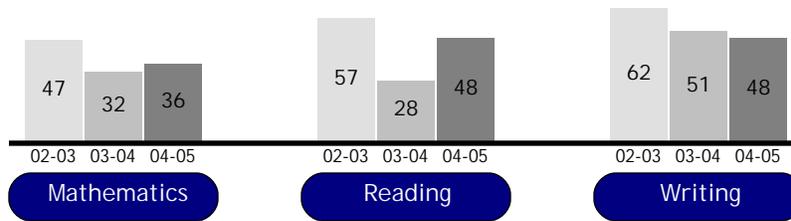
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	90	35	44	50	92	46	NA	58	97	33	40	47
	Language	94	25	34	43	96	33	44	50	97	33	40	47
	Mathematics	95	43	46	57	98	46	57	64	99	35	41	50
3	Reading	95	33	42	47	100	42	NA	55	100	37	40	44
	Language	96	44	48	54	100	53	56	61	100	41	40	44
	Mathematics	98	40	45	54	100	50	53	61	100	43	44	51
4	Reading	92	34	47	52	99	35	NA	56	100	35	42	48
	Language	96	29	42	48	99	35	48	52	100	41	44	49
	Mathematics	98	35	48	57	100	39	54	61	100	39	45	53
5	Reading	94	46	45	50	100	38	NA	55	98	38	47	50
	Language	92	44	41	46	100	36	45	49	98	36	48	50
	Mathematics	94	55	52	57	100	45	57	63	96	32	44	49
6	Reading	99	42	50	53	100	42	NA	56	99	42	48	51
	Language	100	38	41	45	100	40	44	48	99	39	45	47
	Mathematics	100	52	54	62	100	53	60	66	95	40	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

Council Duties

1 School Administrator(s)	ü To facilitate school improvement
1 Non-certified Employee(s)	ü To address short-term needs
4 Teacher(s)	ü To develop increased communication
4 Parent(s)	ü To facilitate budget implementation
1 Community Member(s)	ü To engage in shared decision-making
0 Student(s)	ü To facilitate staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	40.50
Other Professional Staff	4.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	83
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	31%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE/Library Facilities
- ü Computer Lab
- ü Reading/Literacy Lab
- ü Library

Extracurricular Activities

- ü Student Council
- ü After School ELL Grant Program
- ü After School Homework Assistance
- ü Chorus
- ü Before School Homework Assistance
- ü After School Band & Strings

Social Services

- ü After School Parks & Recreation Program
- ü Counseling Support
- ü Extended Day Care/Head Start Preschool
- ü Community Health Services
- ü Girl Scouts
- ü Parenting Education

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü During the 2004-2005 school year, Alta Vista School continued professional development to support curriculum and assessment implementation and continued developing and delivering instructional strategies that supported school-wide literacy.

- ü During the 2004-2005 school year, Alta Vista School participated in training activities related to increasing knowledge in utilizing the data from the curriculum-aligned assessments to design and modify instructional practices.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	20	12	12	17
Transfers In Rate ⁶	57	28	28	37
Stability Rate ⁷	80	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

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	Carla Aronowitz	(602) 347-2000
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Joyce Feltner and Lydia Aron	(602) 347-2000
Student Health/Nurse	MaryAnne Pfeiffer	(602) 347-2010

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.