

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9650 N 39th 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
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. Kaylene Ashbridge
 Schedule : 07:00 AM to 03:30 PM
 Grades : K-6
 2005 Enrollment : 501
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 347-2100
 Fax Number : (602) 347-2120
 E-mail : kashbri@wesd.k12.az.us

Mission

The mission of Cactus Wren School is to provide a safe environment that promotes academic excellence while developing personal responsibility.

School / Academic Goals

- ü Teachers will continue to implement the revised math curriculum, the revised language arts curriculum, technology plans and related assessments.
- ü To implement district and state assessments by articulating their purpose, accurately administrating them, interpreting and evaluating their purpose and results to plan/modify instruction, and develop and utilize efficient record-keeping strategies.
- ü Teachers will incorporate and utilize systematic, scientifically research-based instructional strategies and practices to meet the needs of a diverse student population, with an emphasis on literacy instruction.

Enrollment

October 1, 2004 School Year Student Enrollment : 446
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 34

Instructional Programs

- ü Art and Technology
- ü Music and Music Therapy
- ü Physical Education and Adaptive PE
- ü Before and after school activities
- ü Gifted Classes
- ü Literacy Lab
- ü Full Day Kindergarten
- ü Self-contained Special Education Classes

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

We provide an environment where all children can learn & decisions are made in their best interest through: a safe environment, consistent leadership, effective instructional practices, student achievement, welcoming community, and professional development.

Parents

Emphasize the importance of learning in the home. Assist children in adhering to school rules. Support Make Your Day philosophy and program. Send children to school on time, healthy, nurtured and ready to learn with consistent attendance.

Transportation Policy

Bus riding is a privilege extended to students through Board Policy. The Transportation Department is responsible for transporting students safely to and from school and school-related activities. The department is committed to providing its employees with ongoing training to successfully carry out its responsibilities. 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 Artist-in-Residence Grants	2003
ü Project GOAL Library Achievement	2003
ü Block Watch Grants	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	68	2787	79306	100	100	99	402	434	445	27	13	10	22	23	18	45	49	51	6	15	20
All Students (Prior Year)	67	2649	75509	100	99	100	516	509	521	6	16	13	26	29	23	46	32	33	23	24	31
Female	24	1340	38691	96	100	99	413	432	446	17	14	10	22	24	18	50	48	52	11	14	20
Male	44	1447	40583	100	100	99	395	436	445	32	13	11	23	21	18	42	50	50	3	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	28	1152	32869	100	100	99	379	418	429	38	20	15	25	30	25	38	43	51	0	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	--	97	4264	--	100	100	--	428	419	--	14	19	--	25	30	--	57	45	--	4	6
White	30	1246	36197	100	99	99	427	450	463	19	7	5	23	16	11	50	54	53	8	23	31
Students with Disabilities	24	411	10321	100	100	100	319	381	389	67	31	30	22	32	27	11	30	34	0	7	9
Students without Disabilities	44	2376	69060	100	99	98	450	444	454	3	10	7	23	21	17	65	53	54	10	16	22
Limited English Proficient Students	13	634	15509	100	100	100	329	402	406	42	23	20	25	32	30	33	41	45	0	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	38	1720	39415	83	95	96	409	426	431	37	18	15	27	28	25	33	46	50	3	8	10
Non-Economically Disadvantaged	30	1067	39966	100	100	100	391	447	459	11	6	6	16	14	12	63	54	52	11	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	68	2790	79395	100	0	99	411	435	446	22	13	9	22	29	25	53	52	55	2	7	11
All Students (Prior Year)	67	2648	75492	100	99	100	514	514	519	9	14	12	15	20	16	68	47	47	9	20	24
Female	24	1341	38743	96	0	100	421	438	451	22	11	7	6	29	24	67	52	57	6	8	12
Male	44	1449	40618	100	0	99	406	433	440	23	14	11	32	28	27	45	51	53	0	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	28	1152	32915	100	0	99	389	418	426	38	20	15	13	35	35	50	42	47	0	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	--	97	4271	--	0	100	--	426	420	--	11	15	--	49	42	--	38	41	--	1	2
White	30	1249	36221	100	0	99	437	452	465	12	6	4	31	22	15	54	60	63	4	12	17
Students with Disabilities	24	411	10331	100	0	100	340	374	388	50	35	25	28	39	37	22	24	34	0	3	4
Students without Disabilities	44	2379	69139	100	0	99	453	447	454	6	9	7	19	27	24	71	57	58	3	8	11
Limited English Proficient Students	13	634	15545	100	0	100	330	399	399	33	24	21	25	39	42	42	35	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	38	1722	39484	83	0	96	416	427	429	30	17	14	23	35	35	47	45	47	0	3	4
Non-Economically Disadvantaged	30	1068	39986	100	0	100	403	450	461	11	5	4	21	18	16	63	64	63	5	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	67	2775	78869	99	99	99	395	430	442	27	8	6	4	24	21	51	59	63	18	8	10
All Students (Prior Year)	68	2643	75053	100	99	99	644	581	597	3	10	7	0	13	12	79	69	72	18	8	9
Female	24	1335	38536	96	99	99	433	446	458	11	5	4	6	20	15	56	64	67	28	11	14
Male	43	1440	40302	100	99	99	372	415	428	35	11	8	3	28	26	48	56	60	13	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	27	1145	32606	96	100	98	374	413	426	31	12	8	6	29	27	38	53	60	25	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	--	97	4245	--	100	100	--	418	423	--	13	9	--	27	26	--	54	61	--	6	4
White	30	1244	36078	100	99	99	430	447	459	19	4	4	4	19	16	62	66	66	15	11	14
Students with Disabilities	24	408	10246	100	100	100	226	346	367	72	23	18	0	44	39	28	32	40	0	1	4
Students without Disabilities	43	2367	68697	98	98	98	492	445	454	0	6	4	6	20	18	65	64	67	29	9	11
Limited English Proficient Students	12	627	15339	100	100	100	316	390	399	33	16	11	8	31	31	33	49	54	25	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	38	1710	39106	83	94	95	389	421	427	33	11	8	7	28	28	47	56	59	13	5	5
Non-Economically Disadvantaged	29	1065	39837	100	100	100	404	445	457	16	4	4	0	17	14	58	65	67	26	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	64	2694	78906	100	100	99	466	488	498	32	15	13	26	23	19	40	50	48	2	12	20
All Students (Prior Year)	70	2695	76019	100	99	100	476	489	499	19	16	14	63	44	39	5	14	14	14	27	33
Female	32	1270	38644	100	100	99	471	489	500	32	14	12	14	22	19	54	52	49	0	12	19
Male	32	1423	40236	100	100	99	462	488	497	32	17	15	40	24	19	24	47	46	4	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	22	1115	31938	100	100	99	451	473	481	39	22	19	33	30	25	28	43	46	0	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	28	1211	36483	100	100	99	471	502	517	35	10	7	23	16	13	38	55	51	4	19	30
Students with Disabilities	21	395	10664	100	100	100	421	434	430	75	41	42	19	32	27	6	24	26	0	3	5
Students without Disabilities	43	2299	68310	98	99	98	486	498	509	14	11	9	30	21	18	54	54	51	3	14	22
Limited English Proficient Students	NC	382	12573	NC	100	100	NC	459	454	NC	26	27	NC	33	30	NC	38	38	NC	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	40	1651	38679	87	95	96	462	481	483	30	21	20	32	27	25	38	46	45	0	7	10
Non-Economically Disadvantaged	24	1043	40295	100	100	100	476	501	513	38	7	7	13	16	13	44	56	50	6	20	30

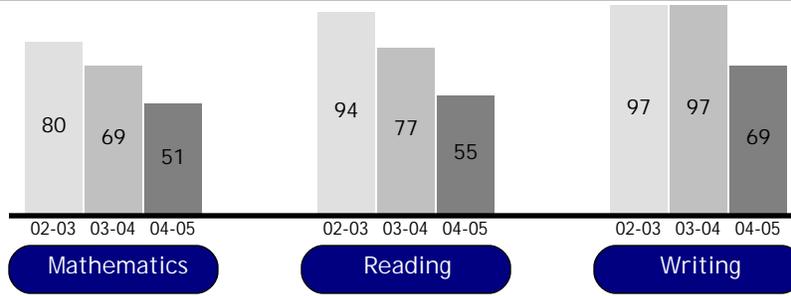
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	2695	78908	100	0	99	470	480	484	15	11	10	34	24	23	47	58	58	4	6	9
All Students (Prior Year)	70	2695	76020	100	99	100	494	499	503	37	29	25	23	25	23	30	38	40	9	9	12
Female	32	1271	38648	100	0	99	475	485	489	14	9	8	25	22	22	57	61	61	4	8	10
Male	32	1423	40233	100	0	99	465	476	479	16	13	12	44	26	25	36	55	55	4	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	22	1114	31940	100	0	99	452	464	465	28	17	16	33	32	32	39	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	28	1211	36502	100	0	99	478	496	502	12	6	4	38	17	14	42	66	67	8	10	15
Students with Disabilities	21	395	10665	100	0	100	434	428	423	38	33	30	56	33	36	6	32	31	0	2	2
Students without Disabilities	43	2300	68312	98	0	98	486	489	493	5	8	7	24	23	21	65	63	62	5	7	10
Limited English Proficient Students	NC	382	12556	NC	0	100	NC	444	436	NC	23	24	NC	39	40	NC	37	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	40	1649	38662	87	0	96	465	471	468	11	15	16	41	31	32	49	51	49	0	3	3
Non-Economically Disadvantaged	24	1046	40315	100	0	100	483	496	498	25	5	5	19	14	15	44	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	64	2662	78750	100	99	99	489	498	500	13	6	6	25	30	29	62	61	63	0	3	2
All Students (Prior Year)	70	2691	75673	100	99	100	496	521	530	16	14	12	28	27	25	56	56	58	0	4	4
Female	32	1248	38586	100	98	99	503	513	515	7	3	4	21	25	22	71	68	71	0	4	3
Male	32	1413	40135	100	99	99	472	485	486	20	9	8	28	34	35	52	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	22	1102	31841	100	99	99	482	483	483	17	9	8	22	38	36	61	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	28	1202	36440	100	100	99	480	511	516	15	4	3	31	24	22	54	68	71	0	4	4
Students with Disabilities	21	393	10622	100	100	100	394	425	415	44	19	21	44	52	50	13	28	28	0	1	1
Students without Disabilities	43	2269	68196	98	98	98	529	511	513	0	4	3	16	26	25	84	67	69	0	3	3
Limited English Proficient Students	NC	376	12504	NC	100	100	NC	461	451	NC	12	12	NC	43	44	NC	45	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	40	1631	38558	87	94	96	485	488	485	14	8	8	30	35	37	57	56	54	0	1	1
Non-Economically Disadvantaged	24	1031	40260	100	100	100	498	514	514	13	4	3	13	21	21	75	70	72	0	5	4

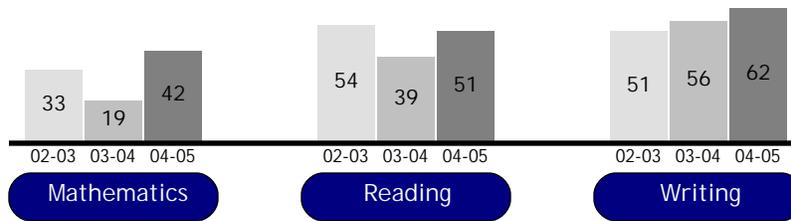
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	89	45	44	50	98	60	NA	58	100	25	40	47
	Language	98	35	34	43	96	48	44	50	100	20	40	47
	Mathematics	98	52	46	57	96	67	57	64	100	22	41	50
3	Reading	100	49	42	47	100	53	NA	55	97	37	40	44
	Language	100	59	48	54	100	61	56	61	97	34	40	44
	Mathematics	100	63	45	54	100	56	53	61	97	34	44	51
4	Reading	93	42	47	52	100	51	NA	56	100	41	42	48
	Language	98	35	42	48	100	44	48	52	100	38	44	49
	Mathematics	98	54	48	57	100	60	54	61	100	39	45	53
5	Reading	97	48	45	50	97	42	NA	55	100	37	47	50
	Language	100	43	41	46	97	35	45	49	100	39	48	50
	Mathematics	100	62	52	57	97	52	57	63	100	31	44	49
6	Reading	100	47	50	53	95	49	NA	56	100	45	48	51
	Language	96	38	41	45	100	41	44	48	100	34	45	47
	Mathematics	98	48	54	62	100	64	60	66	100	37	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
3 Teacher(s)	ü To develop increased communications
3 Parent(s)	ü To facilitate budget implementation
1 Community Member(s)	ü To engage in shared decision-making
0 Student(s)	ü To facilitate staffing decisions

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.90
Other Professional Staff	2.50	Teacher Aide	22.53

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	81
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer/Technology Lab
- ü Library/Media Center
- ü Science Labs
- ü Literacy Lab

Extracurricular Activities

- ü M.O.S.T. Before and After school care
- ü Student Council
- ü Special Olympics participation
- ü After School Music Programs
- ü Before School Cross Country
- ü After School Tutoring

Social Services

- ü Artist-in-Residence Program
- ü Counseling Services
- ü Trips to Phoenix Assistance League
- ü Parenting Classes
- ü Community Education Programs

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Cactus Wren focused on the school improvement rubrics. Each Learning Team came to consensus choosing a goal that best reflected the team as a whole. Focused and Effective Instructional Practices was selected as the goal.
- ü Cactus Wren's staff worked on building their knowledge of scientifically research-based instructional strategies and practices. The focus revolved around reading based on the results of the AIMS and district assessment data.
- ü Cactus Wren established a literacy lab utilizing small group, intensive reading intervention strategies in grades K-3. A reading specialist and aides use the DIBELS to determine students' proficiency in phonics, phonemic awareness, and fluency.
- ü Fast Track was purchased as a high-interest intervention program for the FFB reading students in grades 4-6.

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	16	12	12	17
Transfers In Rate ⁶	44	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	98	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	Kaylene Ashbridge	(602) 347-2100
Transportation Policy	Bruce McWhorter	(602) 896-5284
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Sandy Rowe	(623) 256-6466
Student Health/Nurse	Susie Naugle	(602) 347-2110

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.

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

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

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

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