

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3808 W Joan D`Arc, Phoenix, AZ 85029

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 LEARNS<sup>1</sup>

#### 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.

### School Overview

Principal/Administrator : Mr. Ken Schofield  
 Schedule : 07:40 AM to 03:30 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 520  
 Web Address : www.wesd.k12.az.us  
 Phone Number : (602) 896-5300  
 Fax Number : (602) 896-5320  
 E-mail : kschofi@wesd.k12.az.us

### Mission

Chaparral's mission is to build the foundation for lifelong learners who belong to their community, believe in their own value, ability and potential, and strive to become the best citizens they can be.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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

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

### School / Academic Goals

- ü Teachers will continue to use assessment to inform instruction with regards to the use of effective strategies and grouping practices proven to meet the needs of diverse learners in the areas of reading and mathematics.
- ü Teachers will continue to design and implement effective strategies and grouping practices proven to meet the needs of diverse learners across the curriculum.
- ü Teachers will continue to implement the revised math curriculum and implement the new math adoption.
- ü Teachers will implement the use of Professional Learning Communities to improve student achievement.

### Enrollment

October 1, 2004 School Year Student Enrollment : 496  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 47

Instructional Programs

- Ü Art/Music/Physical Education
- Ü Technology/Teaching Learning Stations
- Ü Gifted Program
- Ü Olweus Bullying Prevention Program
- Ü Full-day Kindergarten
- Ü Grades K-3 Reading Intervention
- Ü Character Counts
- Ü Band/Strings Programs

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, outstanding student achievement, effective instructional practices, a welcoming community, and personal and professional development.

Parents

Attend school functions: Open House, Council meetings, class meetings, schoolwide events, individual conferences. Take a positive role: Assist and support students' academic learning. Keep open communication between home and school.

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 to 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 Lamp of Learning Award Winner	2004
Ü Phoenix Arts Commission/AZ Commission on 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	77	2787	79306	100	100	99	436	434	445	14	13	10	18	23	18	58	49	51	10	15	20
All Students (Prior Year)	64	2649	75509	97	99	100	502	509	521	15	16	13	32	29	23	37	32	33	15	24	31
Female	32	1340	38691	100	100	99	428	432	446	20	14	10	13	24	18	63	48	52	3	14	20
Male	45	1447	40583	100	100	99	442	436	445	10	13	11	21	21	18	55	50	50	14	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	16	1152	32869	100	100	99	427	418	429	14	20	15	21	30	25	64	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	NC	97	4264	NC	100	100	NC	428	419	NC	14	19	NC	25	30	NC	57	45	NC	4	6
White	53	1246	36197	96	99	99	446	450	463	10	7	5	12	16	11	64	54	53	14	23	31
Students with Disabilities	16	411	10321	100	100	100	421	381	389	20	31	30	20	32	27	53	30	34	7	7	9
Students without Disabilities	61	2376	69060	100	99	98	440	444	454	12	10	7	18	21	17	60	53	54	11	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	33	1720	39415	100	95	96	435	426	431	13	18	15	19	28	25	55	46	50	13	8	10
Non-Economically Disadvantaged	44	1067	39966	100	100	100	437	447	459	15	6	6	17	14	12	61	54	52	7	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	77	2790	79395	100	0	99	442	435	446	15	13	9	18	29	25	61	52	55	6	7	11
All Students (Prior Year)	64	2648	75492	97	99	100	507	514	519	17	14	12	19	20	16	56	47	47	8	20	24
Female	32	1341	38743	100	0	100	438	438	451	20	11	7	13	29	24	60	52	57	7	8	12
Male	45	1449	40618	100	0	99	445	433	440	12	14	11	21	28	27	62	51	53	5	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	16	1152	32915	100	0	99	441	418	426	14	20	15	21	35	35	57	42	47	7	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	53	1249	36221	96	0	99	447	452	465	16	6	4	16	22	15	62	60	63	6	12	17
Students with Disabilities	16	411	10331	100	0	100	412	374	388	47	35	25	13	39	37	40	24	34	0	3	4
Students without Disabilities	61	2379	69139	100	0	99	450	447	454	7	9	7	19	27	24	67	57	58	7	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	33	1722	39484	100	0	96	441	427	429	19	17	14	19	35	35	52	45	47	10	3	4
Non-Economically Disadvantaged	44	1068	39986	100	0	100	444	450	461	12	5	4	17	18	16	68	64	63	2	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	77	2775	78869	100	99	99	415	430	442	14	8	6	28	24	21	53	59	63	6	8	10
All Students (Prior Year)	64	2643	75053	97	99	99	568	581	597	8	10	7	10	13	12	75	69	72	7	8	9
Female	32	1335	38536	100	99	99	416	446	458	17	5	4	27	20	15	50	64	67	7	11	14
Male	45	1440	40302	100	99	99	414	415	428	12	11	8	29	28	26	55	56	60	5	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	16	1145	32606	100	100	98	414	413	426	14	12	8	36	29	27	43	53	60	7	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	53	1244	36078	96	99	99	428	447	459	12	4	4	20	19	16	62	66	66	6	11	14
Students with Disabilities	16	408	10246	100	100	100	402	346	367	13	23	18	47	44	39	40	32	40	0	1	4
Students without Disabilities	61	2367	68697	100	98	98	419	445	454	14	6	4	23	20	18	56	64	67	7	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	33	1710	39106	100	94	95	413	421	427	13	11	8	32	28	28	52	56	59	3	5	5
Non-Economically Disadvantaged	44	1065	39837	100	100	100	417	445	457	15	4	4	24	17	14	54	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	75	2694	78906	100	100	99	508	488	498	3	15	13	19	23	19	58	50	48	19	12	20
All Students (Prior Year)	74	2695	76019	100	99	100	509	489	499	5	16	14	40	44	39	21	14	14	34	27	33
Female	40	1270	38644	100	100	99	500	489	500	5	14	12	21	22	19	59	52	49	15	12	19
Male	35	1423	40236	100	100	99	520	488	497	0	17	15	18	24	19	57	47	46	25	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	13	1115	31938	100	100	99	491	473	481	0	22	19	40	30	25	50	43	46	10	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	--	98	4593	--	98	100	--	478	467	--	15	26	--	33	29	--	46	39	--	6	6
White	57	1211	36483	100	100	99	512	502	517	2	10	7	13	16	13	63	55	51	21	19	30
Students with Disabilities	12	395	10664	100	100	100	474	434	430	0	41	42	56	32	27	44	24	26	0	3	5
Students without Disabilities	63	2299	68310	98	99	98	514	498	509	3	11	9	14	21	18	60	54	51	22	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	26	1651	38679	90	95	96	505	481	483	5	21	20	29	27	25	52	46	45	14	7	10
Non-Economically Disadvantaged	49	1043	40295	100	100	100	510	501	513	2	7	7	15	16	13	61	56	50	22	20	30

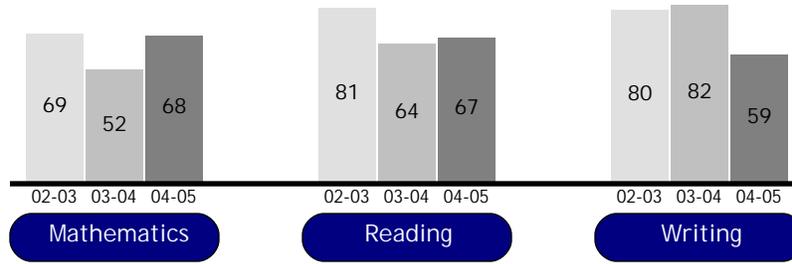
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	2695	78908	100	0	99	505	480	484	6	11	10	16	24	23	58	58	58	19	6	9
All Students (Prior Year)	74	2695	76020	100	99	100	507	499	503	16	29	25	18	25	23	53	38	40	12	9	12
Female	40	1271	38648	100	0	99	509	485	489	8	9	8	15	22	22	51	61	61	26	8	10
Male	35	1423	40233	100	0	99	500	476	479	4	13	12	18	26	25	68	55	55	11	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	13	1114	31940	100	0	99	498	464	465	10	17	16	10	32	32	60	48	49	20	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	--	99	4569	--	0	100	--	466	457	--	18	18	--	30	39	--	53	41	--	0	2
White	57	1211	36502	100	0	99	510	496	502	4	6	4	15	17	14	60	66	67	21	10	15
Students with Disabilities	12	395	10665	100	0	100	474	428	423	22	33	30	33	33	36	33	32	31	11	2	2
Students without Disabilities	63	2300	68312	98	0	98	510	489	493	3	8	7	14	23	21	62	63	62	21	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	26	1649	38662	90	0	96	481	471	468	10	15	16	29	31	32	57	51	49	5	3	3
Non-Economically Disadvantaged	49	1046	40315	100	0	100	516	496	498	4	5	5	11	14	15	59	69	66	26	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	75	2662	78750	100	99	99	529	498	500	3	6	6	13	30	29	75	61	63	9	3	2
All Students (Prior Year)	74	2691	75673	100	99	100	530	521	530	11	14	12	26	27	25	60	56	58	3	4	4
Female	40	1248	38586	100	98	99	542	513	515	3	3	4	10	25	22	72	68	71	15	4	3
Male	35	1413	40135	100	99	99	510	485	486	4	9	8	18	34	35	79	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	13	1102	31841	100	99	99	541	483	483	0	9	8	20	38	36	80	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	--	96	4586	--	96	100	--	498	481	--	3	8	--	38	37	--	57	54	--	3	1
White	57	1202	36440	100	100	99	532	511	516	2	4	3	13	24	22	73	68	71	12	4	4
Students with Disabilities	12	393	10622	100	100	100	512	425	415	0	19	21	44	52	50	56	28	28	0	1	1
Students without Disabilities	63	2269	68196	98	98	98	531	511	513	3	4	3	9	26	25	78	67	69	10	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	26	1631	38558	90	94	96	506	488	485	5	8	8	19	35	37	76	56	54	0	1	1
Non-Economically Disadvantaged	49	1031	40260	100	100	100	539	514	514	2	4	3	11	21	21	74	70	72	13	5	4

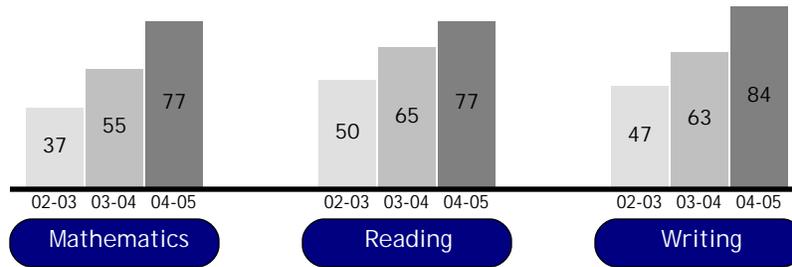
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	38	44	50	90	40	NA	58	100	45	40	47
	Language	100	27	34	43	99	26	44	50	100	50	40	47
	Mathematics	98	44	46	57	100	44	57	64	100	53	41	50
3	Reading	100	54	42	47	97	46	NA	55	100	42	40	44
	Language	96	64	48	54	95	49	56	61	100	41	40	44
	Mathematics	96	51	45	54	97	41	53	61	100	46	44	51
4	Reading	93	56	47	52	99	68	NA	56	100	48	42	48
	Language	100	46	42	48	100	63	48	52	100	53	44	49
	Mathematics	100	57	48	57	100	71	54	61	98	50	45	53
5	Reading	100	53	45	50	95	57	NA	55	100	53	47	50
	Language	100	46	41	46	97	56	45	49	100	56	48	50
	Mathematics	99	50	52	57	97	71	57	63	100	52	44	49
6	Reading	95	55	50	53	97	55	NA	56	100	59	48	51
	Language	98	52	41	45	97	48	44	48	100	54	45	47
	Mathematics	100	66	54	62	97	64	60	66	100	58	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/](http://www.ade.az.gov/standards/)

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

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
5 Teacher(s)	ü To develop increased communications
5 Parent(s)	ü To engage in shared decision-making
1 Community Member(s)	ü To facilitate budget implementation
0 Student(s)	ü To facilitate staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	3.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	2	0	0
4 to 6 years	2	2	0	0
7 to 9 years	5	1	0	0
10 or more years	7	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	64
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Art, Music, PE, Library Facilities
- ü Library/Media Center
- ü Science Lab
- ü Computer Lab

Extracurricular Activities

- ü Skippers
- ü Basketball Program
- ü Student Council
- ü Community Education
- ü Band and Strings
- ü Cross Country
- ü After-School Intervention Classes

Social Services

- ü Artist-in-Residence Program
- ü Breakfast Program
- ü Community Education Classes
- ü Crisis Intervention Services
- ü After School Recreational Program

School Achievements/Accomplishments 2004-05

- ü Identified, refined and designed effective strategies and grouping practices proven to meet the needs of diverse learners.
  
- ü Implemented activities to use the instructional strategy of co-teaching with English Language Learners.
  
- ü Implemented the new reading curriculum and data based instructional practices.
  
- ü Implemented the Olweus Bullying Prevention Program and Character Counts.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	17	12	12	17
Transfers In Rate <sup>6</sup>	19	28	28	37
Stability Rate <sup>7</sup>	83	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

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	Ken Schofield	(602) 896-5300
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Krystal Pope	(602) 896-5300
Student Health/Nurse	Gail Geary	(602) 896-5310

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

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

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

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

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

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

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

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

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

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

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