

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3333 W Banff, Phoenix, AZ 85053

Washington Elementary School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School Overview

Principal/Administrator : Mr. Kenneth Wamsley
 Schedule : 08:00 AM to 04:35 PM
 Grades : 7-8
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 896-5500
 Fax Number : (602) 896-5520
 E-mail : kwamsle@df.wesd.k12.az.us

Mission

It is the mission of Desert Foothills Junior High to help all students succeed in a changing world.

School / Academic Goals

- ü Teachers will implement the revised math and science curricula, and they will administer all assessments.
- ü Teachers will implement the new math materials and align instruction with AIMS content standards.
- ü Teachers will implement the language arts curriculum and align instruction with AIMS content standards.
- ü Teachers will analyze assessment data to guide instruction.

Enrollment

October 1, 2005 School Year Student Enrollment : 805
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 31

Instructional Programs

- ü Art/Music/Physical Education
- ü Technology Teaching/Learning Stations
- ü Gifted Program
- ü On-site Special Education Program
- ü Reading Counts
- ü Wide Variety of Elective Programs
- ü Comprehensive Music Program
- ü Advanced Placement Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 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 have the responsibility to show a genuine interest in their student's progress each day and praise them for progress shown. Parents need to encourage the qualities of responsibility, self-discipline, and love of learning.

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 Golden Gator Award	2002
ü Exchange Club Student of the Month	2004
ü State Librarian of the Year	2005
ü Renaissance School	2004

7th 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	347	2599	78546	94	99	97	556	533	543	12	19	15	10	19	18	59	51	52	20	11	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	158	1279	38645	98	99	98	554	535	545	12	17	13	11	19	18	58	53	54	20	11	15
Male	189	1320	39792	91	99	97	558	532	542	12	21	17	8	19	17	60	49	50	20	11	15
African American	24	193	4205	89	98	97	540	516	524	25	30	22	17	23	22	38	41	49	21	7	7
Hispanic	70	1052	31177	91	99	97	539	517	524	14	26	22	14	24	23	64	46	48	7	5	7
Asian/Pacific Islander	11	80	1940	100	100	99	617	559	580	NA	9	5	NA	10	9	55	64	53	45	18	33
American Indian/Alaskan Native	NC	94	4689	NC	96	95	NC	528	515	NC	17	28	NC	22	25	NC	53	43	NC	7	4
White	235	1180	36450	96	99	97	560	549	563	11	12	7	8	16	12	60	57	57	22	16	23
Students with Disabilities	35	308	8093	59	95	82	503	482	489	43	53	50	20	26	24	31	17	23	6	4	2
Students without Disabilities	312	2291	70453	100	100	100	562	539	549	8	14	11	8	18	17	62	56	56	21	12	16
Limited English Proficient Students	20	384	9323	91	96	94	518	486	491	30	54	47	20	23	28	45	22	24	5	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	136	1299	34694	93	98	96	545	523	524	16	22	23	14	23	23	55	49	48	15	6	7
Non-Economically Disadvantaged	211	1300	43852	95	100	99	564	544	559	9	16	10	7	16	13	62	53	56	23	15	22

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	357	2609	79045	97	99	98	516	504	512	6	12	10	23	29	25	64	54	58	6	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	161	1283	38860	99	99	98	522	511	519	4	9	7	20	26	22	66	58	62	9	7	8
Male	196	1326	40075	95	100	97	512	496	505	8	15	12	25	32	28	63	50	54	4	3	6
African American	26	195	4250	96	99	98	508	492	500	12	15	12	35	36	31	38	45	54	15	4	3
Hispanic	73	1054	31314	95	99	98	498	486	493	8	19	16	34	37	34	55	42	48	3	2	2
Asian/Pacific Islander	11	80	1949	100	100	99	538	520	536	NA	3	4	9	23	15	82	65	66	9	10	15
American Indian/Alaskan Native	NC	94	4719	NC	96	96	NC	495	489	NC	12	15	NC	36	39	NC	48	45	NC	4	2
White	240	1186	36730	98	100	98	521	520	532	5	6	4	19	21	16	69	66	68	6	7	12
Students with Disabilities	45	318	8552	76	98	87	473	457	463	18	37	35	53	42	40	27	18	23	2	3	1
Students without Disabilities	312	2291	70493	100	100	100	522	509	517	4	9	7	19	27	24	70	59	62	7	5	8
Limited English Proficient Students	21	384	9355	95	96	95	472	451	456	19	40	37	43	49	48	38	10	15	NA	1	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	139	1299	34922	95	98	96	507	494	493	8	14	15	28	35	34	58	48	48	6	4	3
Non-Economically Disadvantaged	218	1310	44123	98	100	99	522	513	527	5	10	6	20	24	18	69	60	66	6	6	11

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	372	2643	79657	100	100	99	570	559	566	4	5	3	6	10	8	87	84	87	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	163	1293	39120	100	100	99	591	575	580	1	3	2	3	6	4	92	90	92	4	2	2
Male	209	1350	40423	100	100	98	553	543	553	7	7	5	9	14	12	84	79	83	0	1	1
African American	27	199	4290	100	100	99	549	545	560	7	8	4	15	14	9	78	77	86	NA	1	1
Hispanic	76	1067	31642	99	100	99	562	543	552	5	8	5	8	13	11	86	79	84	1	0	0
Asian/Pacific Islander	11	80	1948	100	100	99	600	581	589	NA	3	1	NA	4	3	91	88	91	9	6	4
American Indian/Alaskan Native	NC	96	4760	NC	98	97	NC	556	547	NC	4	5	NC	9	14	NC	84	81	NC	2	0
White	249	1201	36929	100	100	99	573	574	579	4	2	2	6	7	5	89	89	91	2	2	2
Students with Disabilities	60	342	9069	100	100	92	499	500	508	17	13	11	30	35	30	53	49	58	NA	3	1
Students without Disabilities	312	2301	70588	100	100	100	583	566	573	2	4	2	2	6	5	94	89	91	2	1	1
Limited English Proficient Students	22	393	9521	100	99	96	534	482	507	9	20	13	18	28	24	73	52	63	NA	1	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	146	1321	35341	99	99	97	569	552	551	5	5	5	5	11	12	89	83	83	1	1	0
Non-Economically Disadvantaged	226	1322	44316	100	100	100	571	566	578	4	5	2	7	8	5	86	85	90	3	2	2

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

8th 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	425	2545	78400	99	98	97	566	544	554	14	25	21	14	21	19	57	45	47	15	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	219	1249	38686	100	99	98	563	545	554	16	24	20	14	22	20	57	45	49	13	8	12
Male	206	1295	39636	97	98	96	570	543	554	11	27	23	15	21	18	58	44	46	17	8	13
African American	21	202	4193	95	100	97	537	525	533	19	36	32	24	26	23	52	34	40	5	4	5
Hispanic	100	1003	30732	100	97	97	555	529	534	14	34	31	15	24	24	66	39	40	5	3	5
Asian/Pacific Islander	13	76	1827	100	97	99	583	576	594	8	11	8	31	18	12	23	49	49	38	22	31
American Indian/Alaskan Native	NC	82	4536	NC	100	95	NC	538	528	NC	21	35	NC	28	25	NC	45	37	NC	6	4
White	284	1181	37038	98	99	97	572	559	575	13	18	11	12	18	14	57	51	56	18	13	19
Students with Disabilities	43	261	7840	80	92	81	503	496	498	58	59	60	19	22	18	21	18	20	2	1	2
Students without Disabilities	382	2284	70560	100	99	99	573	549	560	9	22	17	14	21	19	61	48	50	16	9	14
Limited English Proficient Students	15	257	8956	83	94	95	516	496	502	40	61	56	27	22	25	33	16	18	NA	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	159	1229	33014	94	96	95	552	534	534	18	30	31	17	23	24	53	41	40	11	6	5
Non-Economically Disadvantaged	266	1316	45386	100	100	99	575	553	569	11	21	15	13	20	15	59	48	52	17	11	18

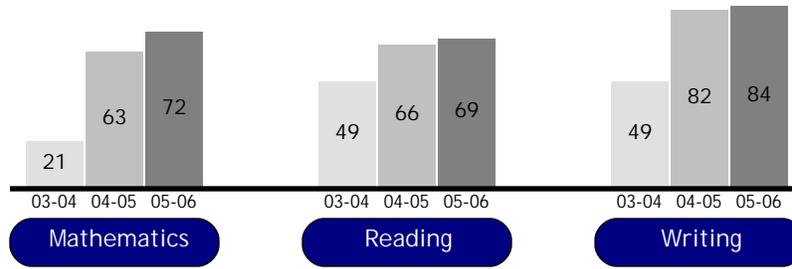
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	423	2545	79179	98	98	98	524	512	519	7	13	11	23	30	27	65	54	58	4	4	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	218	1248	38974	100	99	99	528	518	524	7	10	8	23	28	25	64	57	61	6	5	5
Male	205	1296	40124	96	98	97	520	507	513	6	15	13	24	31	28	67	51	54	3	3	4
African American	21	201	4243	95	99	98	500	501	506	5	13	14	48	39	32	48	45	51	NA	2	3
Hispanic	100	1005	30987	100	98	98	512	497	498	10	19	17	27	36	36	62	44	45	1	1	1
Asian/Pacific Islander	13	76	1832	100	97	99	520	525	543	8	7	4	23	29	17	69	61	69	NA	4	10
American Indian/Alaskan Native	NC	82	4573	NC	100	96	NC	502	494	NC	12	16	NC	34	41	NC	52	42	NC	1	1
White	282	1180	37467	98	99	98	531	527	539	5	8	5	20	23	17	68	63	70	6	6	8
Students with Disabilities	41	258	8567	76	91	88	479	464	467	24	40	39	44	39	38	32	21	22	NA	0	1
Students without Disabilities	382	2287	70612	100	99	99	529	517	524	5	10	7	21	29	25	69	58	62	5	4	5
Limited English Proficient Students	15	257	9013	83	94	95	468	454	461	27	50	40	60	40	48	13	9	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	158	1227	33345	93	96	96	508	503	499	9	15	17	33	34	36	57	49	46	1	1	1
Non-Economically Disadvantaged	265	1318	45834	100	100	99	533	521	533	5	11	7	18	25	19	71	58	67	6	6	7

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	435	2563	79734	100	99	99	565	553	554	2	4	3	14	17	19	84	78	78	0	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	220	1255	39243	100	99	99	580	567	568	0	3	2	8	11	12	91	85	85	0	1	1
Male	215	1307	40413	100	99	98	550	540	541	3	6	4	20	23	26	77	71	70	NA	0	0
African American	23	207	4285	100	100	99	559	548	548	NA	4	3	22	20	22	78	74	74	NA	1	0
Hispanic	104	1009	31254	100	98	99	561	539	539	3	7	5	14	22	25	83	71	70	NA	0	0
Asian/Pacific Islander	13	77	1837	100	99	99	580	580	579	NA	NA	1	8	10	9	92	86	87	NA	4	2
American Indian/Alaskan Native	NC	81	4613	NC	99	97	NC	556	535	NC	NA	4	NC	20	29	NC	80	67	NC	NA	0
White	288	1188	37668	100	99	99	566	565	569	1	2	1	13	13	13	85	84	85	0	1	1
Students with Disabilities	54	276	8943	100	97	92	492	490	495	9	11	11	54	53	51	37	35	38	NA	1	1
Students without Disabilities	381	2287	70791	100	99	100	575	560	561	1	3	2	8	13	15	91	83	83	0	0	0
Limited English Proficient Students	18	259	9138	100	95	97	500	469	492	11	25	13	44	42	46	44	33	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	169	1246	33718	100	98	97	551	543	538	4	6	5	17	20	26	79	74	69	NA	0	0
Non-Economically Disadvantaged	266	1317	46016	100	100	100	574	563	567	0	3	2	12	14	14	88	82	84	0	1	1

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)

8th 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 2005-06

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	98	57	NA	54	100	50	47	50	96	58	48	54
	Language	98	55	54	58	100	56	51	52	100	59	52	58
	Mathematics	98	62	55	62	100	52	46	50	94	59	46	54
8	Reading	100	58	NA	55	99	52	49	51	97	59	54	58
	Language	100	47	45	52	99	50	48	50	100	54	50	56
	Mathematics	100	60	55	61	99	55	49	53	98	63	50	58

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
2 Non-certified Employee(s)	ü To address short-term needs
5 Teacher(s)	ü To develop increased communication
5 Parent(s)	ü To facilitate budget implementation
0 Community Member(s)	ü To engage in shared decision-making
0 Student(s)	ü To facilitate in the staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	42.60
Other Professional Staff	4.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	3	0	0	0
10 or more years	15	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	167
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- ü Art, Music, P.E. Facilities
- ü Science Labs
- ü Library Media Center
- ü Computer Labs

Extracurricular Activities

- ü Interscholastic Sports
- ü Dance Team
- ü Student Council
- ü Technology Club
- ü Yearbook
- ü Saturday School
- ü Drama Club
- ü Disneyland Trip

Social Services

- ü Lunch Program
- ü Crisis Intervention
- ü Breakfast Program
- ü Social Worker
- ü Counseling Services
- ü Health Services
- ü Summer School Classes
- ü Recreational Activities

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü During the 2004-2005 school year our staff focused on how to implement AIMS objectives to assist in meeting the needs of diverse learners.

- ü During the 2004-2005 school year our staff implemented lessons that use the elements of learning and teaching styles designed to assist students with diverse learning needs.

- ü During the 2004-2005 school year our math teachers focused on students learning the AIMS objectives. This resulted in significant student achievement improvement.

- ü During the 2004-2005 school year our teachers focused on students learning reading standards. This resulted in significant student achievement improvement.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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	Kenneth Wamsley	(602) 896-5500
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 896-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Debbie Jones	(602) 896-5500
Student Health/Nurse	Susan Murphy	(602) 896-5510

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 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.

6 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.