



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8621 N. 3rd Street, Phoenix, AZ 85020

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
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Ms. Paulette Zuroff  
 Schedule : 07:30 AM to 03:30 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 673  
 Web Address : www.wesd.k12.az.us  
 Phone Number : (602) 347-4000  
 Fax Number : (602) 347-4020  
 E-mail : pzuroff@dv.wesd.k12.az.us

Mission

Desert View School is dedicated to preparing students to meet with success in school, in the community and in their future life experiences by providing a spectrum of exceptional, diverse educational opportunities.

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

- Teachers will continue to monitor student progress and provide intervention strategies as appropriate.
- The school will continue to advocate for increased meaningful parental involvement and participation in school-related activities.
- Teachers will analyze assessment data and use information to guide instruction in meeting students' individual needs.
- 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 : 657  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 42

Instructional Programs

- ü Art/Music/Physical Education
- ü Technology/Teaching Learning Stations
- ü Drug/Alcohol/Tobacco Prevention Programs
- ü Special Education Preschool
- ü Full Day Kindergarten
- ü Resource Special Education
- ü Safe Schools/Healthy Students Grant

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 are an integral part of our school team and we ask that you be involved as much as possible in your child's education. You can do this by attending school events, and joining a district cadre or committee to represent our 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 Safe Schools/Healthy Schools Grant	2003
ü WalMart's Teacher of the Year Award	2004
ü Masonic Lodge Books for Bikes & Essay Contest	2004
ü Carol M. White PEP Grant 'Win For Life'	2005

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	90	2787	79306	100	100	99	433	434	445	12	13	10	20	23	18	55	49	51	13	15	20
All Students (Prior Year)	95	2649	75509	99	99	100	505	509	521	13	16	13	43	29	23	26	32	33	19	24	31
Female	40	1340	38691	100	100	99	441	432	446	8	14	10	19	24	18	58	48	52	14	14	20
Male	50	1447	40583	100	100	99	428	436	445	14	13	11	20	21	18	53	50	50	12	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	61	1152	32869	100	100	99	429	418	429	12	20	15	22	30	25	55	43	51	10	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	23	1246	36197	100	99	99	446	450	463	14	7	5	10	16	11	57	54	53	19	23	31
Students with Disabilities	12	411	10321	100	100	100	363	381	389	42	31	30	25	32	27	33	30	34	0	7	9
Students without Disabilities	78	2376	69060	100	99	98	445	444	454	7	10	7	19	21	17	59	53	54	15	16	22
Limited English Proficient Students	31	634	15509	100	100	100	423	402	406	15	23	20	20	32	30	59	41	45	7	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	89	1720	39415	100	95	96	438	426	431	12	18	15	20	28	25	55	46	50	13	8	10
Non-Economically Disadvantaged	NC	1067	39966	NC	100	100	NC	447	459	NC	6	6	NC	14	12	NC	54	52	NC	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	90	2790	79395	100	0	99	426	435	446	19	13	9	31	29	25	45	52	55	6	7	11
All Students (Prior Year)	95	2648	75492	99	99	100	501	514	519	17	14	12	28	20	16	50	47	47	6	20	24
Female	40	1341	38743	100	0	100	440	438	451	11	11	7	31	29	24	50	52	57	8	8	12
Male	50	1449	40618	100	0	99	416	433	440	24	14	11	31	28	27	41	51	53	4	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	61	1152	32915	100	0	99	419	418	426	22	20	15	28	35	35	45	42	47	5	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	23	1249	36221	100	0	99	447	452	465	10	6	4	33	22	15	48	60	63	10	12	17
Students with Disabilities	12	411	10331	100	0	100	346	374	388	58	35	25	17	39	37	25	24	34	0	3	4
Students without Disabilities	78	2379	69139	100	0	99	439	447	454	12	9	7	33	27	24	48	57	58	7	8	11
Limited English Proficient Students	31	634	15545	100	0	100	413	399	399	22	24	21	33	39	42	43	35	35	2	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	89	1722	39484	100	0	96	431	427	429	19	17	14	31	35	35	44	45	47	6	3	4
Non-Economically Disadvantaged	NC	1068	39986	NC	0	100	NC	450	461	NC	5	4	NC	18	16	NC	64	63	NC	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	89	2775	78869	100	99	99	423	430	442	8	8	6	32	24	21	54	59	63	6	8	10
All Students (Prior Year)	95	2643	75053	99	99	99	546	581	597	11	10	7	28	13	12	56	69	72	6	8	9
Female	40	1335	38536	100	99	99	439	446	458	8	5	4	28	20	15	56	64	67	8	11	14
Male	49	1440	40302	100	99	99	412	415	428	8	11	8	35	28	26	52	56	60	4	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	60	1145	32606	98	100	98	411	413	426	11	12	8	32	29	27	54	53	60	4	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	23	1244	36078	100	99	99	444	447	459	5	4	4	33	19	16	52	66	66	10	11	14
Students with Disabilities	11	408	10246	100	100	100	305	346	367	36	23	18	55	44	39	9	32	40	0	1	4
Students without Disabilities	78	2367	68697	100	98	98	441	445	454	4	6	4	29	20	18	60	64	67	7	9	11
Limited English Proficient Students	31	627	15339	100	100	100	404	390	399	11	16	11	35	31	31	52	49	54	2	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	88	1710	39106	99	94	95	428	421	427	8	11	8	33	28	28	53	56	59	6	5	5
Non-Economically Disadvantaged	NC	1065	39837	NC	100	100	NC	445	457	NC	4	4	NC	17	14	NC	65	67	NC	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	76	2694	78906	100	100	99	493	488	498	16	15	13	20	23	19	52	50	48	11	12	20
All Students (Prior Year)	81	2695	76019	100	99	100	474	489	499	24	16	14	52	44	39	7	14	14	16	27	33
Female	35	1270	38644	100	100	99	486	489	500	22	14	12	22	22	19	44	52	49	11	12	19
Male	41	1423	40236	100	100	99	498	488	497	12	17	15	18	24	19	59	47	46	12	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	59	1115	31938	100	100	99	491	473	481	14	22	19	24	30	25	51	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	NC	98	4593	NC	98	100	NC	478	467	NC	15	26	NC	33	29	NC	46	39	NC	6	6
White	NC	1211	36483	NC	100	99	NC	502	517	NC	10	7	NC	16	13	NC	55	51	NC	19	30
Students with Disabilities	NC	395	10664	NC	100	100	NC	434	430	NC	41	42	NC	32	27	NC	24	26	NC	3	5
Students without Disabilities	68	2299	68310	99	99	98	493	498	509	15	11	9	21	21	18	53	54	51	11	14	22
Limited English Proficient Students	14	382	12573	100	100	100	490	459	454	15	26	27	20	33	30	55	38	38	10	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	76	1651	38679	100	95	96	493	481	483	16	21	20	20	27	25	52	46	45	11	7	10
Non-Economically Disadvantaged	--	1043	40295	--	100	100	--	501	513	--	7	7	--	16	13	--	56	50	--	20	30

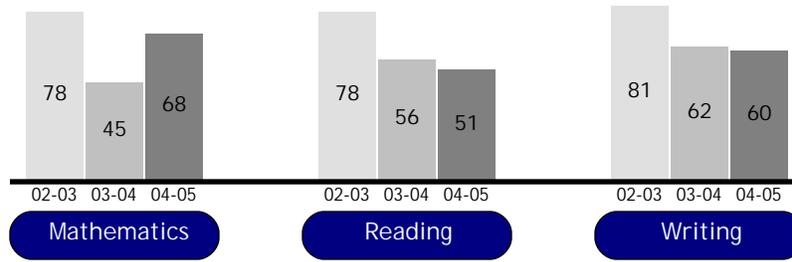
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	2695	78908	100	0	99	471	480	484	11	11	10	36	24	23	49	58	58	3	6	9
All Students (Prior Year)	81	2695	76020	100	99	100	487	499	503	51	29	25	27	25	23	21	38	40	1	9	12
Female	35	1271	38648	100	0	99	471	485	489	11	9	8	33	22	22	52	61	61	4	8	10
Male	41	1423	40233	100	0	99	472	476	479	12	13	12	38	26	25	47	55	55	3	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	59	1114	31940	100	0	99	468	464	465	12	17	16	39	32	32	45	48	49	4	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	NC	1211	36502	NC	0	99	NC	496	502	NC	6	4	NC	17	14	NC	66	67	NC	10	15
Students with Disabilities	NC	395	10665	NC	0	100	NC	428	423	NC	33	30	NC	33	36	NC	32	31	NC	2	2
Students without Disabilities	68	2300	68312	99	0	98	473	489	493	11	8	7	36	23	21	49	63	62	4	7	10
Limited English Proficient Students	14	382	12556	100	0	100	465	444	436	13	23	24	45	39	40	38	37	35	5	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	76	1649	38662	100	0	96	471	471	468	11	15	16	36	31	32	49	51	49	3	3	3
Non-Economically Disadvantaged	--	1046	40315	--	0	100	--	496	498	--	5	5	--	14	15	--	69	66	--	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	76	2662	78750	100	99	99	482	498	500	7	6	6	44	30	29	48	61	63	2	3	2
All Students (Prior Year)	81	2691	75673	100	99	100	486	521	530	19	14	12	31	27	25	49	56	58	0	4	4
Female	35	1248	38586	100	98	99	487	513	515	4	3	4	48	25	22	48	68	71	0	4	3
Male	41	1413	40135	100	99	99	478	485	486	9	9	8	41	34	35	47	56	56	3	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	59	1102	31841	100	99	99	476	483	483	8	9	8	43	38	36	47	53	55	2	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	NC	1202	36440	NC	100	99	NC	511	516	NC	4	3	NC	24	22	NC	68	71	NC	4	4
Students with Disabilities	NC	393	10622	NC	100	100	NC	425	415	NC	19	21	NC	52	50	NC	28	28	NC	1	1
Students without Disabilities	68	2269	68196	99	98	98	489	511	513	4	4	3	45	26	25	49	67	69	2	3	3
Limited English Proficient Students	14	376	12504	100	100	100	475	461	451	8	12	12	48	43	44	43	45	43	3	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	76	1631	38558	100	94	96	482	488	485	7	8	8	44	35	37	48	56	54	2	1	1
Non-Economically Disadvantaged	--	1031	40260	--	100	100	--	514	514	--	4	3	--	21	21	--	70	72	--	5	4

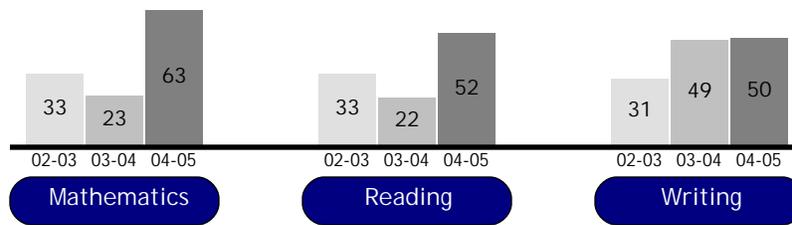
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	79	22	44	50	87	41	NA	58	99	32	40	47
	Language	91	16	34	43	98	36	44	50	99	36	40	47
	Mathematics	95	28	46	57	100	50	57	64	99	36	41	50
3	Reading	93	33	42	47	89	41	NA	55	100	37	40	44
	Language	97	42	48	54	96	51	56	61	100	37	40	44
	Mathematics	100	44	45	54	98	53	53	61	100	43	44	51
4	Reading	87	27	47	52	94	36	NA	56	100	31	42	48
	Language	94	27	42	48	99	39	48	52	100	33	44	49
	Mathematics	95	31	48	57	100	51	54	61	100	36	45	53
5	Reading	92	25	45	50	93	35	NA	55	100	40	47	50
	Language	97	20	41	46	100	30	45	49	100	40	48	50
	Mathematics	95	33	52	57	100	44	57	63	100	43	44	49
6	Reading	84	23	50	53	91	35	NA	56	100	38	48	51
	Language	97	12	41	45	96	27	44	48	100	32	45	47
	Mathematics	97	22	54	62	98	45	60	66	100	32	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

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.50
Other Professional Staff	2.50	Teacher Aide	16.40

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	3	0	1	0
7 to 9 years	2	1	0	0
10 or more years	16	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	75
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	29%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE/Library Facilities
- ü Graded Baseball Diamond
- ü Computer/Technology Lab

Extracurricular Activities

- ü After School Classes
- ü Basketball
- ü Student Council
- ü Summer Programs
- ü Interscholastic Sports
- ü Cross Country
- ü Strings Orchestra/Guitar

Social Services

- ü Parent Literacy Classes
- ü Community Liaison
- ü School Resource Officer
- ü Adult Education Classes
- ü Social Worker
- ü Prevention Specialist

School Achievements/Accomplishments 2004-05

- ü Implemented the new Physical Education program 'P.E. 4 Life'.
  
- ü Implemented activities designed to strengthen and empower parents to become more involved in school activities and the education of their child.
  
- ü Implemented the revised math and language arts curricula.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	13	12	12	17
Transfers In Rate <sup>6</sup>	35	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	96	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) :

5
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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	Victoria Bonavito	(602) 347-4063
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Marichelo Flores	(602) 347-4000
Student Health/Nurse	Kathy Johnson	(602) 347-4010

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.