

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

14421 N 23rd Ave, Phoenix, AZ 85023

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.

### 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 : Ms. Patricia MacArthur  
 Schedule : 07:20 AM to 03:30 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 603  
 Web Address : www.wesd.k12.az.us  
 Phone Number : (602) 896-5700  
 Fax Number : (602) 896-5720  
 E-mail : pmacart@jj.wesd.k12.az.us

### Mission

The mission at John Jacobs School is to provide the best possible education for our students, challenging them to be creative, resourceful citizens, who have respect for their world, their community and individual diversities.

### School / Academic Goals

- ü To implement the revised science and math curricula, and will plan instruction using the newly adopted mathematics materials in order to improve student achievement.
- ü To implement a professional learning committee to improve student achievement in reading and math.
- ü To identify students who fall far below or approach grade level reading benchmarks, and implement the Fast Track reading program to increase achievement.
- ü To identify students who fall far below or approach grade level math benchmarks, and provide small group intervention to increase achievement.

### Enrollment

October 1, 2004 School Year Student Enrollment : 617  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 6

Instructional Programs

- ü Literacy Center
- ü Comprehensive Curricula
- ü Drug/Tobacco/Alcohol Prevention Programs
- ü Programs for English Language Learners
- ü Gifted Program
- ü Full Day Kindergarten

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 should be active and supportive in the educational process by attending parent conferences and school events, daily monitoring and ongoing support of student attendance and learning, awareness and support of district policies.

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 - District	2005
ü Arizona State Fair Art Winners	2005
ü Martin Luther King, Jr. Art Winners	2005
ü Arizona Art Teacher of the Year	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	98	100	99	434	434	445	8	13	10	13	23	18	63	49	51	16	15	20
All Students (Prior Year)	75	2649	75509	100	99	100	507	509	521	19	16	13	27	29	23	31	32	33	23	24	31
Female	43	1340	38691	96	100	99	441	432	446	8	14	10	18	24	18	65	48	52	10	14	20
Male	47	1447	40583	100	100	99	427	436	445	8	13	11	8	21	18	62	50	50	23	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	21	1152	32869	91	100	99	451	418	429	0	20	15	22	30	25	61	43	51	17	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	61	1246	36197	98	99	99	435	450	463	9	7	5	9	16	11	62	54	53	19	23	31
Students with Disabilities	15	411	10321	100	100	100	325	381	389	23	31	30	23	32	27	54	30	34	0	7	9
Students without Disabilities	75	2376	69060	95	99	98	455	444	454	5	10	7	11	21	17	65	53	54	20	16	22
Limited English Proficient Students	11	634	15509	100	100	100	296	402	406	10	23	20	50	32	30	40	41	45	0	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	30	1720	39415	88	95	96	437	426	431	7	18	15	17	28	25	69	46	50	7	8	10
Non-Economically Disadvantaged	60	1067	39966	100	100	100	432	447	459	8	6	6	10	14	12	60	54	52	22	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	91	2790	79395	99	0	99	434	435	446	4	13	9	31	29	25	55	52	55	10	7	11
All Students (Prior Year)	75	2648	75492	100	99	100	518	514	519	22	14	12	8	20	16	49	47	47	21	20	24
Female	44	1341	38743	98	0	100	449	438	451	5	11	7	29	29	24	56	52	57	10	8	12
Male	47	1449	40618	100	0	99	418	433	440	3	14	11	33	28	27	54	51	53	10	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	21	1152	32915	91	0	99	454	418	426	0	20	15	33	35	35	61	42	47	6	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	62	1249	36221	100	0	99	432	452	465	6	6	4	33	22	15	48	60	63	13	12	17
Students with Disabilities	15	411	10331	100	0	100	320	374	388	8	35	25	62	39	37	31	24	34	0	3	4
Students without Disabilities	76	2379	69139	96	0	99	456	447	454	3	9	7	25	27	24	60	57	58	12	8	11
Limited English Proficient Students	11	634	15545	100	0	100	299	399	399	0	24	21	70	39	42	30	35	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	30	1722	39484	88	0	96	437	427	429	3	17	14	45	35	35	52	45	47	0	3	4
Non-Economically Disadvantaged	61	1068	39986	100	0	100	432	450	461	4	5	4	24	18	16	57	64	63	16	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	90	2775	78869	98	99	99	454	430	442	1	8	6	14	24	21	67	59	63	18	8	10
All Students (Prior Year)	75	2643	75053	100	99	99	627	581	597	5	10	7	10	13	12	71	69	72	14	8	9
Female	43	1335	38536	96	99	99	484	446	458	0	5	4	13	20	15	65	64	67	23	11	14
Male	47	1440	40302	100	99	99	423	415	428	3	11	8	15	28	26	69	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	21	1145	32606	91	100	98	463	413	426	6	12	8	11	29	27	72	53	60	11	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	61	1244	36078	98	99	99	458	447	459	0	4	4	13	19	16	66	66	66	21	11	14
Students with Disabilities	15	408	10246	100	100	100	336	346	367	0	23	18	31	44	39	69	32	40	0	1	4
Students without Disabilities	75	2367	68697	95	98	98	478	445	454	2	6	4	11	20	18	67	64	67	21	9	11
Limited English Proficient Students	11	627	15339	100	100	100	317	390	399	0	16	11	30	31	31	70	49	54	0	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	30	1710	39106	88	94	95	474	421	427	0	11	8	14	28	28	83	56	59	3	5	5
Non-Economically Disadvantaged	60	1065	39837	100	100	100	443	445	457	2	4	4	14	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	78	2694	78906	98	100	99	471	488	498	13	15	13	17	23	19	60	50	48	11	12	20
All Students (Prior Year)	81	2695	76019	96	99	100	499	489	499	9	16	14	44	44	39	14	14	14	33	27	33
Female	41	1270	38644	100	100	99	499	489	500	11	14	12	24	22	19	47	52	49	18	12	19
Male	37	1423	40236	95	100	99	440	488	497	15	17	15	9	24	19	74	47	46	3	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	23	1115	31938	96	100	99	440	473	481	26	22	19	37	30	25	37	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	49	1211	36483	100	100	99	480	502	517	6	10	7	11	16	13	68	55	51	15	19	30
Students with Disabilities	15	395	10664	100	100	100	342	434	430	27	41	42	27	32	27	40	24	26	7	3	5
Students without Disabilities	63	2299	68310	93	99	98	505	498	509	9	11	9	14	21	18	65	54	51	12	14	22
Limited English Proficient Students	11	382	12573	100	100	100	286	459	454	36	26	27	18	33	30	45	38	38	0	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	26	1651	38679	79	95	96	492	481	483	17	21	20	17	27	25	63	46	45	4	7	10
Non-Economically Disadvantaged	52	1043	40295	100	100	100	461	501	513	10	7	7	17	16	13	58	56	50	15	20	30

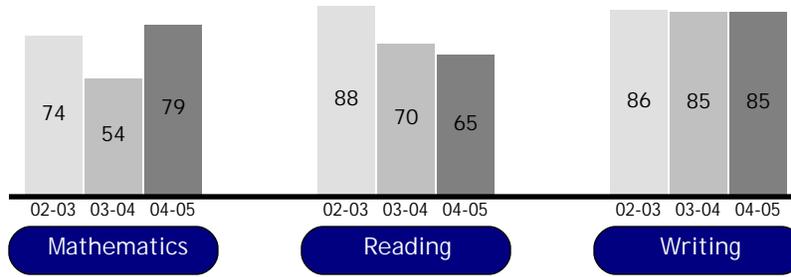
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2695	78908	99	0	99	468	480	484	8	11	10	18	24	23	68	58	58	5	6	9
All Students (Prior Year)	81	2695	76020	96	99	100	501	499	503	23	29	25	33	25	23	33	38	40	10	9	12
Female	41	1271	38648	100	0	99	491	485	489	11	9	8	24	22	22	61	61	61	5	8	10
Male	38	1423	40233	97	0	99	442	476	479	6	13	12	11	26	25	77	55	55	6	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	23	1114	31940	96	0	99	438	464	465	21	17	16	26	32	32	53	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	49	1211	36502	100	0	99	474	496	502	2	6	4	15	17	14	77	66	67	6	10	15
Students with Disabilities	15	395	10665	100	0	100	343	428	423	13	33	30	33	33	36	53	32	31	0	2	2
Students without Disabilities	64	2300	68312	94	0	98	500	489	493	7	8	7	14	23	21	72	63	62	7	7	10
Limited English Proficient Students	11	382	12556	100	0	100	284	444	436	36	23	24	27	39	40	36	37	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	26	1649	38662	79	0	96	486	471	468	17	15	16	13	31	32	71	51	49	0	3	3
Non-Economically Disadvantaged	53	1046	40315	100	0	100	458	496	498	4	5	5	20	14	15	67	69	66	8	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	78	2662	78750	98	99	99	483	498	500	6	6	6	25	30	29	64	61	63	6	3	2
All Students (Prior Year)	81	2691	75673	96	99	100	546	521	530	3	14	12	24	27	25	68	56	58	5	4	4
Female	41	1248	38586	100	98	99	525	513	515	3	3	4	29	25	22	61	68	71	8	4	3
Male	37	1413	40135	95	99	99	436	485	486	9	9	8	21	34	35	68	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	23	1102	31841	96	99	99	433	483	483	16	9	8	42	38	36	42	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	49	1202	36440	100	100	99	495	511	516	2	4	3	17	24	22	74	68	71	6	4	4
Students with Disabilities	15	393	10622	100	100	100	343	425	415	13	19	21	40	52	50	40	28	28	7	1	1
Students without Disabilities	63	2269	68196	93	98	98	520	511	513	4	4	3	21	26	25	70	67	69	5	3	3
Limited English Proficient Students	11	376	12504	100	100	100	266	461	451	18	12	12	27	43	44	45	45	43	9	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	26	1631	38558	79	94	96	499	488	485	8	8	8	21	35	37	71	56	54	0	1	1
Non-Economically Disadvantaged	52	1031	40260	100	100	100	475	514	514	4	4	3	27	21	21	60	70	72	8	5	4

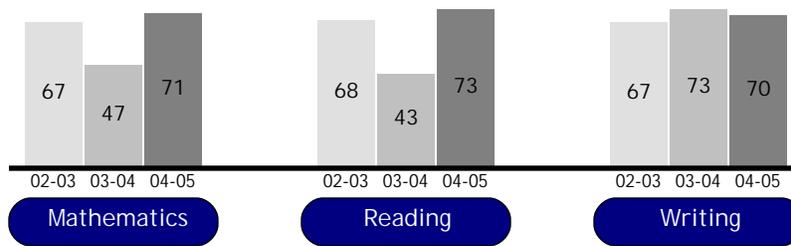
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	94	56	44	50	99	56	NA	58	98	46	40	47
	Language	97	51	34	43	99	43	44	50	98	53	40	47
	Mathematics	100	61	46	57	100	62	57	64	98	51	41	50
3	Reading	95	55	42	47	96	60	NA	55	96	48	40	44
	Language	99	57	48	54	100	59	56	61	96	46	40	44
	Mathematics	100	53	45	54	100	50	53	61	95	51	44	51
4	Reading	97	58	47	52	92	63	NA	56	100	51	42	48
	Language	95	56	42	48	93	58	48	52	100	54	44	49
	Mathematics	97	54	48	57	93	62	54	61	100	51	45	53
5	Reading	93	60	45	50	100	54	NA	55	94	54	47	50
	Language	95	54	41	46	100	52	45	49	94	56	48	50
	Mathematics	98	64	52	57	100	62	57	63	93	52	44	49
6	Reading	88	66	50	53	100	60	NA	56	96	56	48	51
	Language	88	56	41	45	100	53	44	48	96	55	45	47
	Mathematics	100	65	54	62	100	71	60	66	96	55	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
4 Teacher(s)	Ü To develop increased communications
4 Parent(s)	Ü To facilitate budget implementation
1 Community Member(s)	Ü To engage in shared decision-making
0 Student(s)	Ü To facilitate staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	6.00	Teacher Aide	22.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	1	0	0	0
10 or more years	12	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	90
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 Art/Music/PE Facilities
- Ü Library
- Ü Computer Lab
- Ü Literacy Center

Extracurricular Activities

- Ü Intramural Sports
- Ü Student Leadership Team
- Ü CHAMPS
- Ü Community Education Classes

Social Services

- Ü Operation School Bell Clothing Bank
- Ü Breakfast Program
- Ü Extended Day Care
- Ü Adult Education

School Achievements/Accomplishments 2004-05

- ü A literacy center was implemented to enhance reading ability in K-3 students.
  
- ü Teachers implemented the new math curriculum.
  
- ü First and Sixth grade students received reading tutoring in after-school sessions.
  
- ü Teachers continued to implement reading strategies for struggling readers.

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>	16	12	12	17
Transfers In Rate <sup>6</sup>	27	28	28	37
Stability Rate <sup>7</sup>	83	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	2	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	Estralia Russelle	(602) 896-5700
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Sylvia Bagnall	(602) 896-5700
Student Health/Nurse	Stephanie Campbell	(602) 896-5710

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.