



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3040 West Yucca Street, 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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Ms. Cherri Rifenburg
 Schedule : 07:00 AM to 03:30 PM
 Grades : K-6
 2005 Enrollment : 638
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 896-5800
 Fax Number : (602) 896-5820
 E-mail : crifenb@lv.wesd.k12.az.us

Mission

Lakeview's mission is to create an educational experience that will guide a child through life, celebrate the joy of learning through an integrated curriculum, encourage and motivate each child to reach his/her potential, and encourage problem solving and critical thinking.

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 implement a ninety-minutes reading block and a sixty-minute writing block.
- ü A Title I Literacy Lab will serve Kindergarten, 4th, 5th and 6th graders.
- ü 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.
- ü Lakeview staff will implement a focused, academic, after-school support program with Blockwatch funding.

Enrollment

October 1, 2004 School Year Student Enrollment : 652
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 52

Instructional Programs

- Ü Art/Music/Physical Education
- Ü Technology/Teaching Learning Stations
- Ü Year Round - Intersession Classes
- Ü Title I
- Ü Low Teacher/Student Ratio - Grades 1-3
- Ü Band/Strings Program
- Ü Before/After School Child Care
- Ü English Language Learners

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 3 minutes
First Day of School :	7/25/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

Our school strives to provide: A safe environment, dynamic leadership, effective instructional practices, student achievement, a welcoming community, and professional development.

Parents

Parents have the responsibility to see that their child's physical and emotional needs are met. They need to send their child to school ready to learn. Parents should require regular and timely school attendance. They should provide a quiet study place in the home for their son/daughter and should check daily homework. It is important for parents to emphasize the value of school and provide praise and encouragement to their children.

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 Neighborhood Block Watch Grant	2001
Ü Neighborhood Block Watch Grant	2002
Ü Neighborhood Block Watch Grant	2003
Ü Neighborhood Block Watch Grant	2004

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	93	2787	79306	99	100	99	454	434	445	1	13	10	15	23	18	65	49	51	18	15	20
All Students (Prior Year)	101	2649	75509	100	99	100	516	509	521	8	16	13	37	29	23	29	32	33	27	24	31
Female	47	1340	38691	100	100	99	449	432	446	3	14	10	17	24	18	60	48	52	20	14	20
Male	46	1447	40583	98	100	99	458	436	445	0	13	11	14	21	18	69	50	50	17	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	35	1152	32869	100	100	99	442	418	429	4	20	15	25	30	25	58	43	51	13	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	41	1246	36197	100	99	99	459	450	463	0	7	5	11	16	11	72	54	53	17	23	31
Students with Disabilities	12	411	10321	100	100	100	433	381	389	9	31	30	36	32	27	45	30	34	9	7	9
Students without Disabilities	81	2376	69060	99	99	98	457	444	454	0	10	7	12	21	17	68	53	54	20	16	22
Limited English Proficient Students	14	634	15509	100	100	100	444	402	406	0	23	20	27	32	30	60	41	45	13	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	61	1720	39415	98	95	96	455	426	431	2	18	15	9	28	25	66	46	50	23	8	10
Non-Economically Disadvantaged	32	1067	39966	100	100	100	451	447	459	0	6	6	26	14	12	63	54	52	11	26	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	2790	79395	99	0	99	460	435	446	1	13	9	18	29	25	69	52	55	11	7	11
All Students (Prior Year)	101	2648	75492	100	99	100	515	514	519	7	14	12	24	20	16	54	47	47	14	20	24
Female	47	1341	38743	100	0	100	461	438	451	3	11	7	14	29	24	71	52	57	11	8	12
Male	46	1449	40618	98	0	99	459	433	440	0	14	11	22	28	27	67	51	53	11	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	35	1152	32915	100	0	99	449	418	426	4	20	15	29	35	35	63	42	47	4	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	41	1249	36221	100	0	99	464	452	465	0	6	4	14	22	15	75	60	63	11	12	17
Students with Disabilities	12	411	10331	100	0	100	436	374	388	9	35	25	36	39	37	45	24	34	9	3	4
Students without Disabilities	81	2379	69139	99	0	99	465	447	454	0	9	7	15	27	24	73	57	58	12	8	11
Limited English Proficient Students	14	634	15545	100	0	100	451	399	399	0	24	21	27	39	42	60	35	35	13	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	61	1722	39484	98	0	96	465	427	429	2	17	14	16	35	35	68	45	47	14	3	4
Non-Economically Disadvantaged	32	1068	39986	100	0	100	453	450	461	0	5	4	22	18	16	70	64	63	7	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	92	2775	78869	98	99	99	481	430	442	1	8	6	9	24	21	64	59	63	26	8	10
All Students (Prior Year)	101	2643	75053	100	99	99	594	581	597	3	10	7	14	13	12	74	69	72	8	8	9
Female	47	1335	38536	100	99	99	482	446	458	3	5	4	6	20	15	66	64	67	26	11	14
Male	45	1440	40302	96	99	99	481	415	428	0	11	8	11	28	26	63	56	60	26	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	34	1145	32606	97	100	98	476	413	426	4	12	8	9	29	27	57	53	60	30	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	41	1244	36078	100	99	99	481	447	459	0	4	4	6	19	16	78	66	66	17	11	14
Students with Disabilities	12	408	10246	100	100	100	445	346	367	9	23	18	9	44	39	73	32	40	9	1	4
Students without Disabilities	80	2367	68697	98	98	98	488	445	454	0	6	4	8	20	18	63	64	67	29	9	11
Limited English Proficient Students	14	627	15339	100	100	100	473	390	399	0	16	11	20	31	31	60	49	54	20	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	60	1710	39106	97	94	95	490	421	427	2	11	8	2	28	28	63	56	59	33	5	5
Non-Economically Disadvantaged	32	1065	39837	100	100	100	468	445	457	0	4	4	19	17	14	67	65	67	15	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	98	2694	78906	100	100	99	488	488	498	15	15	13	27	23	19	54	50	48	5	12	20
All Students (Prior Year)	103	2695	76019	99	99	100	483	489	499	21	16	14	47	44	39	5	14	14	26	27	33
Female	48	1270	38644	100	100	99	487	489	500	11	14	12	30	22	19	57	52	49	2	12	19
Male	50	1423	40236	100	100	99	489	488	497	18	17	15	24	24	19	50	47	46	8	12	20
African American	11	181	4087	100	100	99	458	481	481	22	18	20	56	30	24	22	44	45	0	8	11
Hispanic	31	1115	31938	100	100	99	483	473	481	20	22	19	32	30	25	44	43	46	4	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	47	1211	36483	100	100	99	497	502	517	10	10	7	22	16	13	61	55	51	7	19	30
Students with Disabilities	15	395	10664	100	100	100	449	434	430	42	41	42	42	32	27	17	24	26	0	3	5
Students without Disabilities	83	2299	68310	98	99	98	495	498	509	10	11	9	24	21	18	60	54	51	6	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	51	1651	38679	96	95	96	486	481	483	19	21	20	26	27	25	50	46	45	5	7	10
Non-Economically Disadvantaged	47	1043	40295	100	100	100	490	501	513	10	7	7	28	16	13	58	56	50	5	20	30

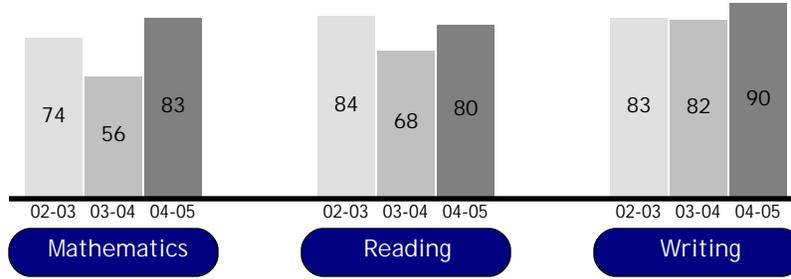
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2695	78908	99	0	99	487	480	484	9	11	10	22	24	23	67	58	58	2	6	9
All Students (Prior Year)	104	2695	76020	100	99	100	496	499	503	40	29	25	19	25	23	32	38	40	9	9	12
Female	48	1271	38648	100	0	99	485	485	489	11	9	8	20	22	22	68	61	61	0	8	10
Male	49	1423	40233	98	0	99	488	476	479	5	13	12	24	26	25	65	55	55	5	5	8
African American	10	181	4092	91	0	99	471	479	473	13	11	12	38	26	28	50	57	54	0	6	5
Hispanic	31	1114	31940	100	0	99	478	464	465	0	17	16	40	32	32	60	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	47	1211	36502	100	0	99	497	496	502	12	6	4	10	17	14	73	66	67	5	10	15
Students with Disabilities	15	395	10665	100	0	100	444	428	423	33	33	30	42	33	36	25	32	31	0	2	2
Students without Disabilities	82	2300	68312	96	0	98	494	489	493	4	8	7	19	23	21	74	63	62	3	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	50	1649	38662	94	0	96	483	471	468	7	15	16	32	31	32	56	51	49	5	3	3
Non-Economically Disadvantaged	47	1046	40315	100	0	100	490	496	498	10	5	5	13	14	15	78	69	66	0	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	98	2662	78750	100	99	99	506	498	500	2	6	6	37	30	29	59	61	63	2	3	2
All Students (Prior Year)	103	2691	75673	99	99	100	502	521	530	18	14	12	33	27	25	46	56	58	3	4	4
Female	48	1248	38586	100	98	99	523	513	515	0	3	4	32	25	22	64	68	71	5	4	3
Male	50	1413	40135	100	99	99	486	485	486	5	9	8	42	34	35	53	56	56	0	1	1
African American	11	175	4081	100	97	99	462	492	488	22	12	8	22	21	32	56	65	59	0	1	2
Hispanic	31	1102	31841	100	99	99	511	483	483	0	9	8	36	38	36	60	53	55	4	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	47	1202	36440	100	100	99	510	511	516	0	4	3	41	24	22	56	68	71	2	4	4
Students with Disabilities	15	393	10622	100	100	100	482	425	415	0	19	21	75	52	50	25	28	28	0	1	1
Students without Disabilities	83	2269	68196	98	98	98	510	511	513	3	4	3	30	26	25	64	67	69	3	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	51	1631	38558	96	94	96	493	488	485	5	8	8	43	35	37	50	56	54	2	1	1
Non-Economically Disadvantaged	47	1031	40260	100	100	100	520	514	514	0	4	3	30	21	21	68	70	72	3	5	4

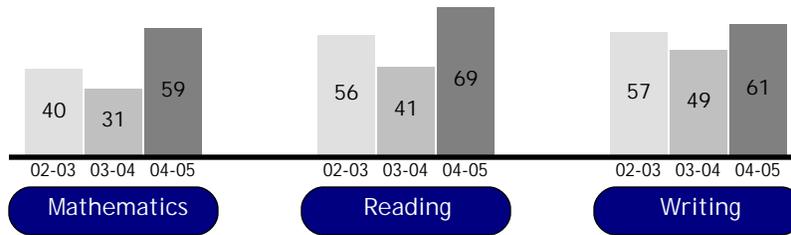
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	92	52	44	50	95	70	NA	58	99	41	40	47
	Language	98	48	34	43	100	66	44	50	99	42	40	47
	Mathematics	97	65	46	57	99	77	57	64	100	44	41	50
3	Reading	100	54	42	47	97	62	NA	55	99	47	40	44
	Language	100	66	48	54	98	68	56	61	99	49	40	44
	Mathematics	99	64	45	54	97	65	53	61	99	45	44	51
4	Reading	96	56	47	52	97	50	NA	56	100	46	42	48
	Language	98	50	42	48	98	46	48	52	100	47	44	49
	Mathematics	98	61	48	57	98	55	54	61	100	43	45	53
5	Reading	98	48	45	50	96	54	NA	55	99	51	47	50
	Language	100	43	41	46	98	44	45	49	99	47	48	50
	Mathematics	99	51	52	57	98	55	57	63	100	43	44	49
6	Reading	99	64	50	53	95	58	NA	56	100	55	48	51
	Language	99	57	41	45	100	48	44	48	100	51	45	47
	Mathematics	98	57	54	62	100	53	60	66	100	51	46	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 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	34.30
Other Professional Staff	1.00	Teacher Aide	6.80

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	2	0	0
4 to 6 years	2	0	0	0
7 to 9 years	2	1	0	0
10 or more years	11	7	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	89
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	34%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE
- ü Library Facilities
- ü Computer Lab
- ü Science Lab

Extracurricular Activities

- ü Band - Grades 4, 5 and 6
- ü Student Council - Grades 5-6
- ü Strings - Grades 4, 5 and 6
- ü Boys/Girls Basketball 5-6
- ü Afterschool Classes - Grades K-6
- ü Choir 4-6
- ü Intersession Classes - Grades K-6
- ü Cross Country

Social Services

- ü Boy Scouts/Girl Scouts
- ü Intersession Classes
- ü PTA
- ü Before/After School Child Care
- ü Afterschool Classes

School Achievements/Accomplishments 2004-05

- ü Redesigned the Title I program to be school-wide with an emphasis on reading skills for Grades K, 4-6.

- ü Administered the K-6 Developmental Reading Assessment. Used the results to plan for instruction and to set class goals.

- ü Received a Block Watch Grant from the City of Phoenix for after school enrichment.

- ü Implemented the revised Supervisory Process.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	18	12	12	17
Transfers In Rate ⁶	53	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

Washington School District’s Crisis Team has examined every aspect of operations in the District to create safe, secure campuses. Comprehensive crisis management plans have been developed for each campus. Schools hold regular fire and lockdown drills, and conduct tabletop crisis drills. In addition, school counselors are ready to respond to a campus to provide support for students or adults during a crisis. WESD is committed to providing a safe atmosphere conducive to student learning.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Cherri Rifenburg	(602) 896-5800
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	David Caldwell	(602) 896-6803
Parent Organization	Monica Miller	(602) 896-5800
Student Health/Nurse	Melissa Groom	(602) 896-5810

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

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

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

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

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

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

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

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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.