



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8430 N 39th Ave, Phoenix, AZ 85051

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. Maria Farmer  
 Schedule : 07:30 AM to 03:30 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 823  
 Web Address : www.wesd.k12.az.us  
 Phone Number : (602) 347-2200  
 Fax Number : (602) 347-2220  
 E-mail : mfarmer@mz.wesd.k12.az.us

Mission

Our Manzanita School mission is to educate, guide and challenge students into becoming responsible citizens and lifelong learners. Manzanita School is designed as a place of learning. We accept the individuality of children with emphasis on the dignity and worth of each child.

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 analyze data. They will use data to create a SMART goal. They will plan team meetings to analyze student progress. They will create lessons that reflect curriculum standards and SMART goals.
- ü Teachers will continue training and implementing research-based instructional reading practices and delivery systems.
- ü Teaching teams will co-design a lesson, all members of the team will teach the lesson, then use reflective questions to dialogue about the effectiveness of the lesson.
- ü Teachers will focus on math curriculum using the new math adoption materials.

Enrollment

October 1, 2004 School Year Student Enrollment : 827  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 15

Instructional Programs

- Ü Art/Musical/ Physical Education
- Ü Technology/Teaching Learning Stations
- Ü Gifted Program
- Ü Program for English Language Learners
- Ü Full day kindergarten
- Ü Pre-school Special Education
- Ü Head Start

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

We provide an environment where all children can learn and decisions are made in their best interest through: a safe environment, consistent leadership, effective instructional practices, student achievement, and personal/professional development.

Parents

The partnership established involves parents striving to have their children at school on time, have them adequately clothed and fed, to ensure that homework is completed, and to support the curriculum that is being taught.

Transportation Policy

Our boundaries are from 43rd to 35th Avenue and from Northern to Dunlap. Transportation is not provided as students live within walking distance. Riding the bus for field trips is a privilege extended to students through Board policy. 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 Silver Apple Award Winner	2001
Ü Wal-Mart Teacher of the Year	2002
Ü Lamp of Learning Award	2003
Ü Silver Apple Award Winner	2002

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	100	2787	79306	97	100	99	437	434	445	9	13	10	23	23	18	56	49	51	11	15	20
All Students (Prior Year)	100	2649	75509	100	99	100	503	509	521	11	16	13	36	29	23	39	32	33	15	24	31
Female	36	1340	38691	100	100	99	444	432	446	9	14	10	21	24	18	58	48	52	12	14	20
Male	64	1447	40583	96	100	99	433	436	445	9	13	11	24	21	18	56	50	50	11	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	64	1152	32869	98	100	99	438	418	429	13	20	15	20	30	25	55	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	29	1246	36197	94	99	99	438	450	463	4	7	5	27	16	11	62	54	53	8	23	31
Students with Disabilities	18	411	10321	95	100	100	401	381	389	20	31	30	60	32	27	20	30	34	0	7	9
Students without Disabilities	82	2376	69060	98	99	98	445	444	454	7	10	7	15	21	17	64	53	54	14	16	22
Limited English Proficient Students	26	634	15509	96	100	100	431	402	406	17	23	20	21	32	30	52	41	45	10	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	68	1720	39415	92	95	96	433	426	431	9	18	15	27	28	25	58	46	50	6	8	10
Non-Economically Disadvantaged	32	1067	39966	100	100	100	449	447	459	9	6	6	13	14	12	52	54	52	26	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	101	2790	79395	98	0	99	433	435	446	9	13	9	37	29	25	49	52	55	5	7	11
All Students (Prior Year)	100	2648	75492	100	99	100	513	514	519	9	14	12	21	20	16	53	47	47	16	20	24
Female	36	1341	38743	100	0	100	443	438	451	3	11	7	36	29	24	55	52	57	6	8	12
Male	65	1449	40618	97	0	99	428	433	440	13	14	11	37	28	27	46	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	65	1152	32915	100	0	99	434	418	426	9	20	15	35	35	35	51	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	29	1249	36221	94	0	99	432	452	465	12	6	4	35	22	15	54	60	63	0	12	17
Students with Disabilities	18	411	10331	95	0	100	405	374	388	20	35	25	60	39	37	20	24	34	0	3	4
Students without Disabilities	83	2379	69139	99	0	99	439	447	454	7	9	7	32	27	24	56	57	58	6	8	11
Limited English Proficient Students	27	634	15545	100	0	100	424	399	399	10	24	21	45	39	42	41	35	35	3	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	69	1722	39484	93	0	96	428	427	429	8	17	14	44	35	35	45	45	47	3	3	4
Non-Economically Disadvantaged	32	1068	39986	100	0	100	449	450	461	13	5	4	17	18	16	61	64	63	9	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	100	2775	78869	97	99	99	443	430	442	6	8	6	23	24	21	64	59	63	7	8	10
All Students (Prior Year)	100	2643	75053	100	99	99	606	581	597	7	10	7	5	13	12	79	69	72	9	8	9
Female	36	1335	38536	100	99	99	476	446	458	0	5	4	15	20	15	70	64	67	15	11	14
Male	64	1440	40302	96	99	99	423	415	428	9	11	8	28	28	26	61	56	60	2	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	64	1145	32606	98	100	98	449	413	426	4	12	8	24	29	27	64	53	60	9	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	29	1244	36078	94	99	99	433	447	459	8	4	4	23	19	16	65	66	66	4	11	14
Students with Disabilities	18	408	10246	95	100	100	342	346	367	33	23	18	40	44	39	27	32	40	0	1	4
Students without Disabilities	82	2367	68697	98	98	98	464	445	454	0	6	4	19	20	18	72	64	67	8	9	11
Limited English Proficient Students	26	627	15339	96	100	100	440	390	399	7	16	11	28	31	31	52	49	54	14	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	68	1710	39106	92	94	95	441	421	427	6	11	8	27	28	28	59	56	59	8	5	5
Non-Economically Disadvantaged	32	1065	39837	100	100	100	449	445	457	4	4	4	13	17	14	78	65	67	4	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	109	2694	78906	98	100	99	479	488	498	16	15	13	30	23	19	49	50	48	5	12	20
All Students (Prior Year)	119	2695	76019	100	99	100	483	489	499	13	16	14	51	44	39	15	14	14	22	27	33
Female	50	1270	38644	100	100	99	481	489	500	12	14	12	33	22	19	51	52	49	5	12	19
Male	59	1423	40236	97	100	99	477	488	497	19	17	15	28	24	19	47	47	46	6	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	58	1115	31938	98	100	99	475	473	481	16	22	19	36	30	25	42	43	46	6	5	10
Asian/Pacific Islander	--	89	1805	--	99	98	--	503	536	--	11	5	--	13	8	--	63	45	--	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	40	1211	36483	100	100	99	486	502	517	17	10	7	19	16	13	58	55	51	6	19	30
Students with Disabilities	13	395	10664	100	100	100	460	434	430	30	41	42	40	32	27	30	24	26	0	3	5
Students without Disabilities	96	2299	68310	97	99	98	481	498	509	14	11	9	29	21	18	51	54	51	6	14	22
Limited English Proficient Students	14	382	12573	100	100	100	465	459	454	14	26	27	59	33	30	23	38	38	5	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	69	1651	38679	92	95	96	477	481	483	18	21	20	34	27	25	44	46	45	5	7	10
Non-Economically Disadvantaged	40	1043	40295	100	100	100	482	501	513	12	7	7	24	16	13	59	56	50	6	20	30

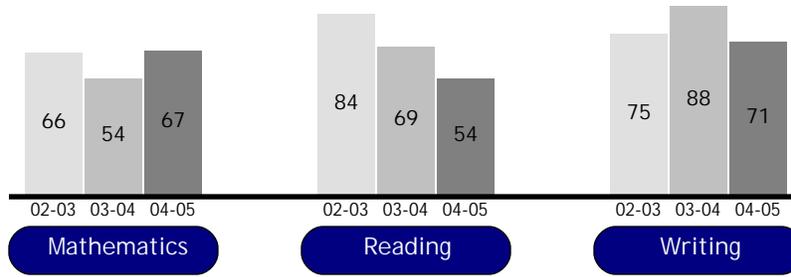
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	2695	78908	99	0	99	479	480	484	8	11	10	30	24	23	58	58	58	3	6	9
All Students (Prior Year)	118	2695	76020	100	99	100	493	499	503	36	29	25	31	25	23	29	38	40	4	9	12
Female	50	1271	38648	100	0	99	489	485	489	7	9	8	28	22	22	58	61	61	7	8	10
Male	60	1423	40233	98	0	99	470	476	479	9	13	12	32	26	25	58	55	55	0	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	475	464	465	6	17	16	36	32	32	56	48	49	2	3	3
Asian/Pacific Islander	--	90	1805	--	0	98	--	485	507	--	13	4	--	15	13	--	66	65	--	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	40	1211	36502	100	0	99	487	496	502	11	6	4	17	17	14	67	66	67	6	10	15
Students with Disabilities	14	395	10665	100	0	100	441	428	423	30	33	30	40	33	36	30	32	31	0	2	2
Students without Disabilities	96	2300	68312	97	0	98	483	489	493	6	8	7	29	23	21	62	63	62	3	7	10
Limited English Proficient Students	14	382	12556	100	0	100	461	444	436	9	23	24	55	39	40	36	37	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	70	1649	38662	93	0	96	475	471	468	10	15	16	34	31	32	53	51	49	3	3	3
Non-Economically Disadvantaged	40	1046	40315	100	0	100	486	496	498	6	5	5	24	14	15	68	69	66	3	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	109	2662	78750	98	99	99	501	498	500	3	6	6	28	30	29	68	61	63	1	3	2
All Students (Prior Year)	118	2691	75673	100	99	100	521	521	530	12	14	12	32	27	25	53	56	58	4	4	4
Female	50	1248	38586	100	98	99	509	513	515	5	3	4	21	25	22	72	68	71	2	4	3
Male	59	1413	40135	97	99	99	495	485	486	2	9	8	34	34	35	64	56	56	0	1	1
African American	NC	175	4081	NC	97	99	NC	492	488	NC	12	8	NC	21	32	NC	65	59	NC	1	2
Hispanic	58	1102	31841	98	99	99	497	483	483	6	9	8	24	38	36	70	53	55	0	1	1
Asian/Pacific Islander	--	87	1802	--	97	98	--	510	533	--	5	2	--	19	16	--	73	75	--	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	40	1202	36440	100	100	99	503	511	516	0	4	3	36	24	22	64	68	71	0	4	4
Students with Disabilities	13	393	10622	100	100	100	447	425	415	10	19	21	70	52	50	20	28	28	0	1	1
Students without Disabilities	96	2269	68196	97	98	98	507	511	513	2	4	3	23	26	25	73	67	69	1	3	3
Limited English Proficient Students	14	376	12504	100	100	100	471	461	451	14	12	12	32	43	44	55	45	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	69	1631	38558	92	94	96	492	488	485	5	8	8	27	35	37	68	56	54	0	1	1
Non-Economically Disadvantaged	40	1031	40260	100	100	100	516	514	514	0	4	3	29	21	21	68	70	72	3	5	4

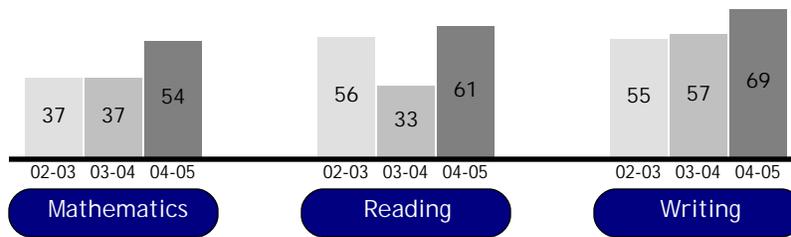
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	95	47	44	50	94	49	NA	58	100	42	40	47
	Language	96	38	34	43	97	36	44	50	100	44	40	47
	Mathematics	97	49	46	57	98	50	57	64	100	45	41	50
3	Reading	92	42	42	47	96	50	NA	55	98	35	40	44
	Language	93	52	48	54	98	53	56	61	98	37	40	44
	Mathematics	99	43	45	54	98	53	53	61	97	45	44	51
4	Reading	97	46	47	52	99	50	NA	56	100	40	42	48
	Language	100	44	42	48	100	50	48	52	100	43	44	49
	Mathematics	100	49	48	57	99	50	54	61	99	48	45	53
5	Reading	97	42	45	50	99	41	NA	55	99	44	47	50
	Language	100	35	41	46	100	37	45	49	99	46	48	50
	Mathematics	100	53	52	57	100	54	57	63	98	41	44	49
6	Reading	99	53	50	53	96	52	NA	56	100	43	48	51
	Language	99	46	41	45	95	42	44	48	100	40	45	47
	Mathematics	100	58	54	62	96	64	60	66	100	42	46	52

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

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

School Site Council

Council Composition

Council Duties

1 School Administrator(s)	ü To facilitate school improvement
1 Non-certified Employee(s)	ü To address short-term needs
5 Teacher(s)	ü To develop increased communications
5 Parent(s)	ü To 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	46.00
Other Professional Staff	4.50	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	3	0	0
4 to 6 years	5	3	0	0
7 to 9 years	3	3	0	0
10 or more years	6	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	107
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE/Library Facilities
- ü Library Media Center
- ü Computer Lab and Wireless Lab

Extracurricular Activities

- ü After-school Remedial Classes
- ü Chorus
- ü Student Council
- ü BOOST Classes
- ü Boy's Basketball
- ü Girl's Basketball
- ü Cross Country

Social Services

- ü Parks and Recreation Program
- ü Extended Day Care
- ü Girl Scouts
- ü Adult ESL Classes
- ü Dental Clinic

School Achievements/Accomplishments 2004-05

- ü Reviewed curriculum maps to include more assessment data.
  
- ü Formed Professional Learning Teams. These teams created a SMART goal based on data from DRA, district math assessment and AIMS. Each team was responsible for one SMART goal to write and work on implementing.
  
- ü The teachers researched and implemented flexible grouping based on data, discussed how to analyze the different types of data available, practiced in effective teams using the data to formulate plans for particular students.
  
- ü Implemented effective teams to analyze student writing to determine next instructional step.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	13	12	12	17
Transfers In Rate <sup>6</sup>	28	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>	1	1	1	3
Dropout Rate <sup>10</sup>	2	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	Maria Farmer	(602) 347-2200
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Annette Coberley	(623) 939-1736
Student Health/Nurse	Diane Guzman	(602) 347-2210

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.